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ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 764 students with orthopedic impairments (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study, procedures used to collect information, the sample of youth surveyed, statistical weighting procedures, the generalizability of study results, and caveats to data users. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired

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July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

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National Longitudinal Transition Study

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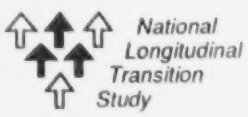

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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having orthopedic impairments by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with orthopedic impairments, for example, and how they differed from those of youth with health impairments or multiple handicaps.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges.)

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey.*** In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86

or 1986-87 school year). This information relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at

various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school.

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.
- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).
- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.
- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean

the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with orthopedic impairments is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to

compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors.*** The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions.*** The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability.*** Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were

provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature.*** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data.*** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having orthopedic impairments. This category is defined as having a severe orthopedic impairment that adversely affects educational performance, including those caused by congenital anomaly, disease, or other causes. The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has two parts. Part A presents data for the appropriate full sample of youth categorized as having orthopedic impairments and for youth with orthopedic impairments in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status***. Using parent and school reports,* youth are categorized as:

  - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

  - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

  - ***Out 1 to 2 Years.*** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not

* See Appendix A for more detailed information on construction of the school status variable.

enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

- ***Self-Care Ability.*** Youth are classified on a scale measuring their ability to perform three self-care tasks. Parents were asked to report how well on their own, without help, youth could dress themselves, feed themselves, and get around outside the home, such as to a neighbor's house or nearby park. Responses were reported on a 4-point scale ranging from "very well" (4 points) to "not at all well" (1 point). Summing responses for the three tasks forms a scale ranging from 3 to 12. Youth were classified as having low self-care ability if they scored from 3 to 8, medium ability if they scored from 9 to 11, and high ability if they scored 12.

Part B of each table presents data for the following subgroups of youth classified as having orthopedic impairments:

- ***Household income***. Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education.*** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of youth:															
15 or 16 years old	25.1	28.0	24.6	20.3	27.4	22.5	100	0.0	0.0	38.4	4.4	2.9	27.3	20.9	30.3
	(2.7)	(3.4)	(3.7)	(8.0)	(3.9)	(3.7)	(0.0)	(0.0)	(0.0)	(3.8)	(3.2)	(2.1)	(5.2)	(4.5)	(5.6)
17 or 18 years old	35.3	33.4	33.6	41.5	32.2	38.9	0.0	100	0.0	40.4	37.3	13.8	32.4	37.2	37.0
	(3.0)	(3.6)	(4.0)	(9.8)	(4.1)	(4.3)	(0.0)	(0.0)	(0.0)	(3.9)	(7.6)	(4.3)	(5.5)	(5.4)	(5.8)
19 to 21 years old	36.0	35.2	38.9	36.6	36.4	35.6	0.0	0.0	91.0	20.6	55.4	67.1	33.6	39.7	30.1
	(3.0)	(3.6)	(4.2)	(9.5)	(4.2)	(4.2)	(0.0)	(0.0)	(2.8)	(3.2)	(7.9)	(5.8)	(5.5)	(5.5)	(5.6)
More than 21 years old	3.6	3.4	2.9	1.5	4.0	3.0	0.0	0.0	9.0	0.6	2.9	16.3	6.7	2.1	2.6
	(1.2)	(1.4)	(1.4)	(2.4)	(1.7)	(1.5)	(0.0)	(0.0)	(2.8)	(0.6)	(2.7)	(4.6)	(2.9)	(1.6)	(1.9)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256
Average age	18.0	17.9	18.0	18.1	17.9	18.1	15.6	17.5	20.0	17.2	18.9	19.9	18.1	18.1	17.7
	(0.1)	(0.1)	(0.2)	(0.3)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256
Percentage who were male	54.2	50.5	53.7	57.7	100	0.0	59.1	49.5	55.3	56.3	51.2	50.9	60.8	51.5	50.5
	(3.1)	(3.8)	(4.3)	(9.8)	(0.0)	(0.0)	(5.0)	(5.9)	(4.8)	(3.9)	(7.9)	(6.2)	(5.7)	(5.6)	(6.1)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256
Percentage who were:															
Black, not Hispanic	19.0	33.6	9.4	1.9	15.5	23.1	21.3	17.0	19.4	20.0	17.9	17.2	11.0	25.6	20.6
	(2.6)	(3.7)	(2.6)	(3.2)	(3.4)	(4.0)	(4.4)	(4.8)	(4.1)	(3.3)	(7.0)	(5.1)	(3.7)	(4.9)	(4.9)
White, not Hispanic	63.1	38.5	79.7	90.8	68.1	57.3	63.2	65.8	60.5	62.6	66.7	59.1	69.0	57.0	61.8
	(3.2)	(3.8)	(3.6)	(6.7)	(4.4)	(4.7)	(5.2)	(6.0)	(5.1)	(3.9)	(8.6)	(6.6)	(5.4)	(5.5)	(5.9)
Hispanic	15.1	25.3	6.6	6.7	12.8	17.7	13.0	15.1	16.4	14.9	11.6	20.8	16.3	14.3	15.9
	(2.4)	(3.4)	(2.2)	(5.8)	(3.1)	(3.6)	(3.6)	(4.5)	(3.9)	(2.9)	(5.8)	(5.5)	(4.3)	(3.9)	(4.4)
American Indian/Alaskan Native	0.5	0.3	0.7	0.6	0.9	0.0	0.0	0.0	1.3	0.3	1.6	0.0	0.3	1.2	0.2
	(0.5)	(0.4)	(0.7)	(1.8)	(0.9)	(0.0)	(0.0)	(0.0)	(1.2)	(0.5)	(2.3)	(0.0)	(0.6)	(1.2)	(0.6)
Asian/Pacific Islander	1.8	1.1	3.2	0.0	2.0	1.5	2.0	1.3	2.0	1.6	1.2	3.0	3.3	0.9	0.9
	(0.9)	(0.8)	(1.6)	(0.0)	(1.3)	(1.1)	(1.5)	(1.5)	(1.5)	(1.0)	(2.0)	(2.3)	(2.1)	(1.1)	(1.1)
Other	0.5	1.2	0.4	0.0	0.6	0.5	0.5	0.8	0.3	0.6	1.0	0.0	0.2	1.1	0.5
	(0.5)	(0.9)	(0.6)	(0.0)	(0.7)	(0.7)	(0.7)	(1.1)	(0.6)	(0.6)	(1.8)	(0.0)	(0.5)	(1.1)	(0.8)
Number of respondents	681	289	257	57	362	319	199	214	268	439	112	124	189	199	256
Percentage who spoke at home:															
English	91.8	87.5	95.5	99.1	91.4	92.2	94.6	90.7	90.8	91.6	93.2	90.4	86.4	93.6	94.0
	(1.9)	(2.6)	(2.0)	(2.2)	(2.7)	(2.6)	(2.5)	(3.8)	(3.1)	(2.3)	(4.7)	(4.1)	(4.0)	(2.7)	(2.9)
Another spoken language	6.1	10.5	2.7	0.0	6.2	5.9	3.1	7.6	6.8	6.5	5.3	5.3	7.3	5.8	5.6
	(1.6)	(2.4)	(1.5)	(0.0)	(2.3)	(2.3)	(1.9)	(3.4)	(2.7)	(2.0)	(4.2)	(3.1)	(3.1)	(2.6)	(2.8)
No spoken language	2.2	2.0	1.8	0.9	2.3	1.9	2.3	1.7	2.4	1.8	1.4	4.3	6.3	0.5	0.5
	(1.0)	(1.1)	(1.2)	(2.2)	(1.4)	(1.3)	(1.6)	(1.7)	(1.7)	(1.1)	(2.2)	(2.8)	(2.9)	(0.8)	(0.8)
Number of respondents	659	289	240	57	351	308	195	206	258	433	109	117	188	197	255

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	23.1	26.2	30.5	29.0	26.0	22.5	26.4	25.0	27.5
	(6.1)	(5.7)	(4.3)	(5.1)	(4.1)	(5.7)	(5.6)	(5.8)	(4.5)
17 or 18 years old	42.3	38.4	29.0	31.8	37.1	35.7	42.9	28.6	37.0
	(7.2)	(6.3)	(4.2)	(5.2)	(4.5)	(6.5)	(6.3)	(6.0)	(4.9)
19 to 21 years old	31.2	33.0	37.1	33.1	33.5	37.9	27.6	43.3	32.1
	(6.7)	(6.1)	(4.5)	(5.2)	(4.4)	(6.6)	(5.7)	(6.6)	(4.7)
More than 21 years old	3.4	2.4	3.3	6.1	3.4	4.0	3.0	3.2	3.4
	(2.6)	(2.0)	(1.7)	(2.7)	(1.7)	(2.7)	(2.2)	(2.3)	(1.8)
Number of respondents	143	170	280	140	407	112	178	194	262
Average age	17.9	17.9	17.9	18.0	17.9	18.1	17.7	18.1	17.9
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)
Number of respondents	143	170	280	140	407	112	178	194	262
Percentage who were male	53.5	56.1	53.5	44.0	58.1	45.9	47.2	62.8	50.3
	(7.3)	(6.4)	(4.7)	(5.5)	(4.6)	(6.8)	(6.4)	(6.4)	(5.1)
Number of respondents	143	170	280	140	407	112	178	194	262
Percentage who were:									
Black, not Hispanic	25.6	21.5	8.0	100	0.0	0.0	21.2	22.2	14.1
	(6.3)	(5.3)	(2.5)	(0.0)	(0.0)	(0.0)	(5.2)	(5.5)	(3.5)
White, not Hispanic	53.8	58.2	80.2	0.0	100	0.0	47.8	70.5	69.4
	(7.2)	(6.4)	(3.7)	(0.0)	(0.0)	(0.0)	(6.4)	(6.1)	(4.7)
Hispanic	19.4	17.4	8.1	0.0	0.0	100	30.7	6.2	10.1
	(5.8)	(4.9)	(2.5)	(0.0)	(0.0)	(0.0)	(5.9)	(3.2)	(3.1)
American Indian/Alaskan Native	0.0	0.5	1.3	0.0	0.0	0.0	0.0	1.0	0.7
	(0.0)	(0.9)	(1.1)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(0.8)
Asian/Pacific Islander	0.6	1.9	2.2	0.0	0.0	0.0	0.0	0.0	4.6
	(1.1)	(1.8)	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.1)
Other	0.6	0.7	0.2	0.0	0.0	0.0	0.4	0.2	1.1
	(1.1)	(1.1)	(0.4)	(0.0)	(0.0)	(0.0)	(0.8)	(0.6)	(1.1)
Number of respondents	143	170	280	140	407	112	178	194	262
Percentage who spoke at home:									
English	89.3	90.7	96.2	96.5	97.7	63.6	83.6	96.9	94.7
	(4.5)	(3.8)	(1.8)	(2.0)	(1.4)	(6.7)	(4.8)	(2.3)	(2.3)
Another spoken language	9.2	7.3	1.0	0.0	0.2	35.8	14.8	1.5	2.2
	(4.2)	(3.4)	(0.9)	(0.0)	(0.4)	(6.7)	(4.6)	(1.6)	(1.5)
No spoken language	1.5	2.0	2.8	3.5	2.1	0.6	1.6	1.6	3.1
	(1.8)	(1.8)	(1.6)	(2.0)	(1.4)	(1.0)	(1.6)	(1.7)	(1.8)
Number of respondents	140	169	280	140	390	108	174	194	262

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in households with:															
A single parent	38.5	50.0	27.8	29.4	39.1	37.7	39.6	38.2	38.0	40.3	35.5	34.1	28.3	42.1	42.9
	(3.4)	(4.0)	(4.3)	(10.6)	(4.8)	(4.7)	(5.4)	(6.4)	(5.3)	(4.1)	(8.9)	(7.1)	(5.3)	(5.5)	(6.0)
Neither natural parent	7.2	5.3	7.1	11.5	5.2	9.4	10.4	6.3	5.7	8.1	4.8	6.1	9.8	7.3	4.8
	(1.8)	(1.8)	(2.5)	(7.4)	(2.2)	(3.0)	(3.5)	(3.3)	(2.6)	(2.3)	(4.1)	(3.8)	(3.4)	(3.0)	(2.7)
Other disabled children	12.2	12.2	11.1	12.4	10.6	14.0	14.7	13.0	9.7	13.0	12.9	7.2	11.9	13.1	11.5
	(2.3)	(2.6)	(3.0)	(7.7)	(3.0)	(3.4)	(3.9)	(4.4)	(3.3)	(2.8)	(6.2)	(3.9)	(3.8)	(3.8)	(3.9)
Disabled head of household	7.9	8.4	6.4	9.5	9.1	6.5	9.8	6.7	7.6	7.9	9.3	5.8	8.4	11.4	4.9
	(1.9)	(2.2)	(2.3)	(6.9)	(2.8)	(2.4)	(3.3)	(3.3)	(2.9)	(2.2)	(5.4)	(3.5)	(3.3)	(3.8)	(2.6)
Number of respondents	607	277	230	56	324	283	181	190	236	405	104	97	176	186	240
Average number of children in household	2.3	2.5	2.4	1.8	2.3	2.4	2.4	2.3	2.2	2.3	2.4	2.0	2.2	2.3	2.3
	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	643	283	234	57	341	302	192	204	247	429	109	105	188	199	253
Percentage with head of household with highest education being:															
Some high school	32.5	40.4	18.1	34.0	28.7	36.8	32.6	38.6	26.5	33.3	34.1	26.7	38.6	34.6	27.2
	(3.3)	(3.9)	(3.7)	(11.0)	(4.5)	(4.7)	(5.2)	(6.4)	(4.9)	(3.9)	(8.9)	(6.7)	(5.7)	(5.4)	(5.5)
High school diploma	32.9	31.6	27.2	40.0	38.7	26.3	31.2	26.1	40.7	32.9	36.9	27.9	26.2	28.7	40.2
	(3.3)	(3.7)	(4.3)	(11.4)	(4.8)	(4.3)	(5.2)	(5.8)	(5.5)	(3.9)	(9.1)	(6.8)	(5.2)	(5.1)	(6.0)
Some college or 2-year degree	17.6	16.4	26.0	12.3	15.9	19.4	15.6	19.6	16.9	17.6	13.2	23.3	14.0	20.9	17.3
	(2.7)	(3.0)	(4.2)	(7.6)	(3.6)	(3.9)	(4.0)	(5.2)	(4.2)	(3.2)	(6.4)	(6.4)	(4.1)	(4.6)	(4.7)
4-year college degree or more	17.0	11.6	28.6	13.6	16.6	17.5	20.5	15.7	15.8	16.3	15.9	22.1	21.2	15.9	15.2
	(2.6)	(2.6)	(4.3)	(8.0)	(3.7)	(3.7)	(4.5)	(4.8)	(4.1)	(3.1)	(6.9)	(6.2)	(4.8)	(4.1)	(4.4)
Number of respondents	634	278	232	57	335	299	189	202	243	424	107	103	187	194	250

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	64.4	36.3	13.1	67.3	31.3	32.6	40.5	45.6	29.6
	(7.0)	(6.2)	(3.1)	(5.3)	(4.6)	(6.4)	(6.3)	(6.6)	(4.6)
Neither natural parent	4.5	10.0	7.6	5.2	7.4	5.8	9.0	2.4	10.0
	(3.3)	(4.0)	(2.5)	(2.7)	(2.6)	(3.4)	(3.8)	(2.1)	(3.1)
Other disabled children	12.3	11.8	13.2	14.3	12.7	9.1	12.3	9.3	14.7
	(4.8)	(4.2)	(3.2)	(4.0)	(3.3)	(4.0)	(4.2)	(3.9)	(3.6)
Disabled head of household	11.2	10.3	1.8	11.6	7.3	5.2	14.0	7.4	2.8
	(4.6)	(4.0)	(1.2)	(3.6)	(2.6)	(3.0)	(4.5)	(3.5)	(1.7)
Number of respondents	119	160	279	117	370	99	158	183	255
Average number of children in household	2.2	2.5	2.3	2.7	2.0	2.9	2.5	2.1	2.3
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	143	170	280	136	377	110	178	194	262
Percentage with head of household with highest education being:									
Some high school	51.7	36.1	8.0	36.1	24.7	64.3	100	0.0	0.0
	(7.3)	(6.3)	(2.5)	(5.5)	(4.3)	(6.6)	(0.0)	(0.0)	(0.0)
High school diploma	34.7	38.2	25.8	38.3	37.0	13.2	0.0	100	0.0
	(7.0)	(6.4)	(4.1)	(5.6)	(4.8)	(4.7)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	11.9	20.3	21.7	22.1	15.7	17.6	0.0	0.0	50.8
	(4.7)	(5.3)	(3.8)	(4.8)	(3.6)	(5.3)	(0.0)	(0.0)	(5.1)
4-year college degree or more	1.7	5.4	44.5	3.5	22.6	4.9	0.0	0.0	49.2
	(1.9)	(2.9)	(4.6)	(2.1)	(4.1)	(3.0)	(0.0)	(0.0)	(5.1)
Number of respondents	142	168	280	131	375	108	178	194	262

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in household with 1986 annual income:															
Less than $12,000	36.7	42.2	20.4	38.7	36.2	37.3	32.2	42.2	34.4	35.8	36.8	40.5	28.8	38.6	40.7
	(3.5)	(4.2)	(4.0)	(11.8)	(4.9)	(5.0)	(5.4)	(6.8)	(5.6)	(4.2)	(9.4)	(7.8)	(5.7)	(5.8)	(6.3)
$12,000 to $24,999	30.5	32.4	26.2	36.6	31.6	29.3	30.4	31.9	29.3	32.3	34.0	17.4	34.2	28.4	29.0
	(3.4)	(4.0)	(4.4)	(11.6)	(4.8)	(4.7)	(5.4)	(6.4)	(5.4)	(4.1)	(9.3)	(6.0)	(5.9)	(5.4)	(5.8)
$25,000 to $37,999	12.8	12.9	17.5	9.8	11.7	14.1	12.4	11.7	14.3	11.8	16.3	12.6	13.9	11.5	13.2
	(2.5)	(2.8)	(3.8)	(7.2)	(3.3)	(3.6)	(3.8)	(4.4)	(4.1)	(2.8)	(7.2)	(5.2)	(4.3)	(3.8)	(4.4)
$38,000 to $50,000	8.9	6.1	14.9	7.3	10.7	6.8	7.2	6.8	12.2	8.1	6.8	15.7	9.6	9.1	8.5
	(2.1)	(2.0)	(3.6)	(6.3)	(3.2)	(2.6)	(3.0)	(3.4)	(3.9)	(2.4)	(4.9)	(5.7)	(3.7)	(3.4)	(3.6)
More than $50,000	11.0	6.5	21.0	7.5	9.8	12.5	17.8	7.4	9.8	11.9	6.1	13.8	13.4	12.4	8.6
	(2.3)	(2.1)	(4.1)	(6.4)	(3.1)	(3.4)	(4.5)	(3.6)	(3.5)	(2.8)	(4.7)	(5.4)	(4.3)	(3.9)	(3.6)
Number of respondents	585	251	219	52	313	272	175	190	220	390	100	95	171	179	232
Percentage in households that received:															
Social Security Disability Income	12.5	11.1	14.2	16.2	10.5	14.7	7.6	13.4	15.0	10.4	22.3	8.4	12.4	11.0	13.0
	(2.2)	(2.5)	(3.3)	(8.2)	(2.9)	(3.4)	(2.9)	(4.4)	(3.9)	(2.5)	(7.4)	(4.0)	(3.9)	(3.5)	(4.1)
Social Security survivors benefits	8.1	11.1	6.0	9.9	8.6	7.6	8.1	9.6	6.8	8.8	6.5	7.2	7.7	10.3	6.6
	(1.9)	(2.5)	(2.2)	(6.6)	(2.7)	(2.6)	(3.0)	(3.8)	(2.8)	(2.4)	(4.4)	(3.7)	(3.1)	(3.4)	(3.0)
Supplemental Security Income	40.0	41.0	38.6	29.3	46.1	32.9	31.3	33.3	52.5	36.8	45.7	46.6	56.2	50.9	21.2
	(3.3)	(3.9)	(4.6)	(10.0)	(4.8)	(4.5)	(5.1)	(6.0)	(5.4)	(4.0)	(8.9)	(7.2)	(5.9)	(5.6)	(5.0)
Medicaid or equivalent	35.0	41.3	36.5	17.0	36.4	33.3	33.4	27.2	43.6	33.9	37.1	37.2	50.8	40.1	20.5
	(3.2)	(3.9)	(4.5)	(8.2)	(4.6)	(4.6)	(5.2)	(5.7)	(5.4)	(3.9)	(8.6)	(7.0)	(5.9)	(5.5)	(4.9)
Aid to Families with Dependent Children	10.3	16.7	5.3	1.7	10.7	9.8	10.9	12.7	7.6	11.3	9.7	6.7	8.7	11.5	10.2
	(2.1)	(3.0)	(2.1)	(2.9)	(3.0)	(2.9)	(3.4)	(4.2)	(2.9)	(2.6)	(5.3)	(3.6)	(3.3)	(3.6)	(3.7)
Public assistance	7.4	11.5	3.6	4.4	8.3	6.2	12.1	5.4	6.0	8.1	6.8	4.9	7.3	11.6	4.4
	(1.8)	(2.6)	(1.8)	(4.5)	(2.6)	(2.3)	(3.6)	(2.9)	(2.6)	(2.3)	(4.5)	(3.1)	(3.1)	(3.6)	(2.5)
Food stamps	19.9	24.6	11.9	16.1	21.4	18.2	22.6	23.0	15.0	20.3	22.8	14.3	16.0	26.7	17.7
	(2.7)	(3.4)	(3.0)	(8.1)	(3.9)	(3.7)	(4.6)	(5.4)	(3.9)	(3.3)	(7.5)	(5.1)	(4.3)	(5.0)	(4.7)
Other benefits	9.2	8.1	9.5	10.8	9.9	8.4	5.5	11.6	9.5	7.3	16.4	8.0	5.3	7.9	12.6
	(2.0)	(2.2)	(2.8)	(6.8)	(2.9)	(2.7)	(2.5)	(4.1)	(3.2)	(2.1)	(6.6)	(3.9)	(2.7)	(3.0)	(4.0)
None of these benefits	36.5	33.2	41.8	40.2	34.7	38.6	46.8	35.1	30.7	41.8	21.4	32.9	25.5	29.6	49.3
	(3.3)	(3.7)	(4.6)	(10.8)	(4.5)	(4.7)	(5.5)	(6.1)	(5.0)	(4.1)	(7.3)	(6.7)	(5.1)	(5.1)	(6.1)
Number of respondents	635	278	231	56	337	297	188	202	243	423	107	103	186	194	250

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	50.4	30.9	47.3	58.1	38.8	14.4
	(0.0)	(0.0)	(0.0)	(6.0)	(4.8)	(7.4)	(6.6)	(6.9)	(3.7)
$12,000 to $24,999	0.0	100	0.0	35.2	27.8	35.3	33.7	35.4	22.6
	(0.0)	(0.0)	(0.0)	(5.8)	(4.6)	(7.1)	(6.4)	(6.7)	(4.5)
$25,000 to $37,999	0.0	0.0	39.1	9.3	15.3	8.1	5.8	13.7	18.8
	(0.0)	(0.0)	(4.6)	(3.5)	(3.7)	(4.0)	(3.2)	(4.9)	(4.2)
$38,000 to $50,000	0.0	0.0	27.2	2.9	10.6	7.4	1.4	7.9	17.1
	(0.0)	(0.0)	(4.2)	(2.0)	(3.2)	(3.9)	(1.6)	(3.8)	(4.0)
More than $50,000	0.0	0.0	33.7	2.2	15.3	1.9	1.0	4.2	27.2
	(0.0)	(0.0)	(4.5)	(1.8)	(3.7)	(2.0)	(1.3)	(2.8)	(4.7)
Number of respondents	143	170	272	119	352	97	164	176	242
Percentage in households that received:									
Social Security Disability Income	12.0	18.4	7.9	14.5	12.9	9.0	19.6	9.9	7.7
	(4.7)	(5.0)	(2.5)	(4.0)	(3.3)	(3.9)	(5.1)	(4.0)	(2.7)
Social Security survivors benefits	7.2	12.9	4.8	11.6	8.4	3.6	9.8	6.7	7.9
	(3.8)	(4.4)	(2.0)	(3.7)	(2.7)	(2.5)	(3.8)	(3.3)	(2.7)
Supplemental Security Income	51.2	42.9	24.7	54.6	39.3	27.0	46.8	46.5	27.9
	(7.3)	(6.5)	(4.0)	(5.7)	(4.8)	(6.1)	(6.4)	(6.6)	(4.6)
Medicaid or equivalent	45.1	38.1	19.4	46.9	30.0	41.6	46.2	37.8	21.6
	(7.3)	(6.3)	(3.7)	(5.7)	(4.5)	(6.8)	(6.4)	(6.5)	(4.2)
Aid to Families with Dependent Children	20.7	8.3	0.3	20.9	6.8	11.1	17.3	10.8	2.4
	(5.9)	(3.6)	(0.5)	(4.7)	(2.5)	(4.3)	(4.9)	(4.1)	(1.6)
Public assistance	16.8	3.7	0.0	15.8	4.8	8.7	11.8	9.7	1.3
	(5.4)	(2.5)	(0.0)	(4.2)	(2.1)	(3.9)	(4.2)	(3.9)	(1.2)
Food stamps	41.7	14.6	0.4	39.1	14.9	18.2	32.7	23.0	4.7
	(7.2)	(4.6)	(0.6)	(5.6)	(3.5)	(5.3)	(6.0)	(5.6)	(2.1)
Other benefits	8.2	15.6	6.5	5.6	10.9	7.5	6.0	14.0	7.9
	(4.0)	(4.7)	(2.3)	(2.6)	(3.0)	(3.6)	(3.1)	(4.6)	(2.7)
None of these benefits	23.3	25.6	59.6	23.6	38.3	43.5	21.3	31.1	55.2
	(6.1)	(5.7)	(4.6)	(4.8)	(4.7)	(6.8)	(5.2)	(6.1)	(5.0)
Number of respondents	141	168	278	132	373	109	174	193	259

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH ORTHOPEDIC IMPAIRMENTS ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Community Characteristics	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who attended school in area that was:															
Urban	38.5	100	0.0	0.0	36.3	41.1	43.5	36.2	37.5	39.9	34.6	41.0	34.5	47.6	41.0
	(3.3)	(0.0)	(0.0)	(0.0)	(4.5)	(4.7)	(5.4)	(6.0)	(5.2)	(4.0)	(8.1)	(6.9)	(5.6)	(5.9)	(6.5)
Suburban	35.0	0.0	100	0.0	35.1	34.8	34.7	33.0	37.0	34.4	28.4	45.8	43.5	35.6	26.8
	(3.2)	(0.0)	(0.0)	(0.0)	(4.4)	(4.6)	(5.1)	(5.9)	(5.2)	(3.9)	(7.7)	(7.0)	(5.8)	(5.7)	(5.8)
Rural	26.5	0.0	0.0	100	28.5	24.1	21.7	30.8	25.5	25.7	37.0	13.2	22.0	16.8	32.2
	(3.0)	(0.0)	(0.0)	(0.0)	(4.2)	(4.1)	(4.5)	(5.7)	(4.7)	(3.6)	(8.2)	(4.7)	(4.9)	(4.4)	(6.1)
Number of respondents	667	315	282	70	354	313	194	213	260	424	122	114	167	179	227
Percentage unemployed in county in which youth attended school	8.3	7.8	7.3	10.6	8.2	8.3	8.1	8.2	8.4	8.0	8.8	8.4	7.3	7.8	8.3
	(0.2)	(0.2)	(0.2)	(0.9)	(0.3)	(0.3)	(0.3)	(0.3)	(0.4)	(0.2)	(0.6)	(0.5)	(0.3)	(0.3)	(0.4)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256
Average monthly salary for service occupations in county in which youth attended school	1582	1714	1657	1236	1572	1594	1594	1573	1583	1587	1510	1664	1636	1602	1596
	(18.7)	(20.1)	(19.9)	(24.5)	(26.0)	(26.7)	(32.0)	(35.6)	(28.1)	(24.2)	(46.2)	(31.8)	(37.0)	(31.7)	(36.2)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH ORTHOPEDIC IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Community Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	49.8	41.2	29.9	77.9	23.6	72.0	52.7	39.9	31.1
	(8.1)	(6.9)	(4.4)	(5.2)	(4.1)	(6.8)	(6.8)	(7.1)	(4.9)
Suburban	21.0	29.0	52.6	19.5	43.8	16.9	20.1	29.1	51.3
	(6.6)	(6.3)	(4.8)	(5.0)	(4.8)	(5.7)	(5.5)	(6.6)	(5.3)
Rural	29.2	29.8	17.5	2.6	32.6	11.1	27.2	30.9	17.6
	(7.4)	(6.4)	(3.7)	(2.0)	(4.5)	(4.8)	(6.1)	(6.7)	(4.0)
Number of respondents	116	151	263	111	380	94	153	167	247
Percentage unemployed in county in which youth attended school	8.6	7.5	7.5	8.0	7.9	8.2	8.1	8.0	7.5
	(0.5)	(0.3)	(0.2)	(0.3)	(0.2)	(0.6)	(0.4)	(0.3)	(0.3)
Number of respondents	143	170	280	140	407	112	178	194	262
Average monthly salary for service occupations in county in which youth attended school	1572	1605	1632	1683	1529	1812	1602	1552	1670
	(44.8)	(41.1)	(25.3)	(29.3)	(25.8)	(39.2)	(41.5)	(37.7)	(28.2)
Number of respondents	143	170	280	140	407	112	178	194	262

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with an additional disability that was:															
Learning disability	7.4	7.9	9.5	7.0	8.0	6.6	6.7	8.5	6.7	6.5	11.2	5.8	9.5	7.0	7.3
	(1.6)	(2.0)	(2.5)	(5.1)	(2.4)	(2.2)	(2.5)	(3.3)	(2.4)	(1.9)	(5.0)	(2.9)	(3.4)	(2.8)	(3.2)
Emotional disturbance	2.6	4.6	2.7	0.0	2.7	2.4	1.5	2.4	3.4	2.2	3.3	3.3	1.8	4.3	1.8
	(1.0)	(1.6)	(1.4)	(0.0)	(1.4)	(1.3)	(1.2)	(1.8)	(1.8)	(1.1)	(2.8)	(2.2)	(1.6)	(2.3)	(1.6)
Speech impairment	13.4	10.6	20.9	11.1	11.8	15.3	17.1	9.9	14.2	15.2	7.8	15.1	23.0	14.4	7.6
	(2.1)	(2.3)	(3.5)	(6.2)	(2.8)	(3.2)	(3.8)	(3.5)	(3.4)	(2.8)	(4.2)	(4.4)	(4.9)	(3.9)	(3.2)
Mental retardation	15.8	19.6	17.9	11.8	12.8	19.4	17.9	16.1	14.3	17.7	11.3	14.1	19.6	19.0	9.9
	(2.3)	(3.0)	(3.3)	(6.4)	(2.9)	(3.5)	(3.9)	(4.3)	(3.4)	(3.0)	(5.0)	(4.3)	(4.7)	(4.4)	(3.6)
Visual impairment	3.4	2.6	3.7	4.1	3.7	2.9	5.3	2.3	3.1	4.5	1.2	2.5	9.1	2.7	1.2
	(1.1)	(1.2)	(1.6)	(3.9)	(1.6)	(1.5)	(2.3)	(1.8)	(1.7)	(1.6)	(1.7)	(1.9)	(3.4)	(1.8)	(1.3)
Hard of hearing	1.6	1.9	0.7	2.5	2.0	1.1	3.5	1.0	0.9	2.2	0.4	1.0	2.8	0.9	1.9
	(0.8)	(1.0)	(0.7)	(3.1)	(1.2)	(0.9)	(1.9)	(1.2)	(0.9)	(1.1)	(1.0)	(1.2)	(2.0)	(1.0)	(1.6)
Deafness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Orthopedic impairment	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other health impairment	4.7	5.6	7.2	1.9	4.7	4.6	4.5	6.1	3.6	5.9	3.5	2.1	9.0	5.2	2.5
	(1.3)	(1.7)	(2.2)	(2.7)	(1.8)	(1.9)	(2.1)	(2.8)	(1.8)	(1.9)	(2.9)	(1.8)	(3.4)	(2.5)	(1.9)
Number of respondents	764	315	282	70	407	357	222	236	306	469	137	142	189	199	256
Percentage with parents who said youth began having trouble with disability at:															
Birth	57.6	50.8	65.8	56.5	56.6	58.8	49.4	57.3	63.4	60.7	53.4	49.8	65.6	61.6	47.8
	(3.5)	(4.1)	(4.6)	(12.3)	(4.9)	(4.9)	(5.4)	(6.6)	(5.4)	(4.1)	(9.7)	(7.4)	(5.7)	(5.5)	(6.5)
Under 3 years of age	5.9	7.3	6.5	3.5	5.3	6.5	7.8	5.2	5.1	6.4	3.1	6.9	3.7	6.6	7.1
	(1.7)	(2.1)	(2.4)	(4.6)	(2.2)	(2.5)	(2.9)	(3.0)	(2.5)	(2.1)	(3.4)	(3.7)	(2.3)	(2.8)	(3.3)
3 to 5 years of age	7.8	8.5	4.7	9.5	8.9	6.5	10.0	8.7	5.4	8.4	7.6	5.3	6.5	8.3	8.4
	(1.9)	(2.3)	(2.0)	(7.2)	(2.8)	(2.5)	(3.3)	(3.8)	(2.5)	(2.3)	(5.2)	(3.3)	(2.9)	(3.1)	(3.6)
6 to 12 years of age	18.8	21.9	13.2	23.4	18.7	19.0	26.4	17.6	14.9	16.3	24.3	22.6	18.5	13.5	24.3
	(2.7)	(3.4)	(3.3)	(10.5)	(3.8)	(3.9)	(4.8)	(5.1)	(4.0)	(3.1)	(8.3)	(6.2)	(4.6)	(3.9)	(5.6)
More than 12 years of age	9.9	11.5	9.7	7.2	10.5	9.2	6.4	11.1	11.1	8.1	11.6	15.4	5.6	10.0	12.3
	(2.1)	(2.6)	(2.9)	(6.4)	(3.0)	(2.9)	(2.7)	(4.2)	(3.5)	(2.3)	(6.2)	(5.3)	(2.7)	(3.4)	(4.3)
Number of respondents	621	265	231	52	331	290	183	198	240	413	101	107	181	193	229

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	8.5	9.2	5.9	9.3	8.8	3.1	10.1	6.0	7.6
	(4.1)	(3.7)	(2.2)	(3.2)	(2.7)	(2.3)	(3.9)	(3.2)	(2.7)
Emotional disturbance	1.7	2.3	3.7	1.9	3.1	1.9	0.9	4.2	2.8
	(1.9)	(1.9)	(1.8)	(1.5)	(1.6)	(1.8)	(1.2)	(2.7)	(1.7)
Speech impairment	12.1	15.3	13.9	11.9	14.7	13.5	12.5	9.1	19.8
	(4.7)	(4.7)	(3.2)	(3.6)	(3.3)	(4.7)	(4.2)	(3.8)	(4.0)
Mental retardation	13.0	17.4	15.3	25.3	13.1	12.1	15.8	15.5	15.4
	(4.9)	(4.9)	(3.4)	(4.8)	(3.2)	(4.4)	(4.7)	(4.8)	(3.7)
Visual impairment	2.7	4.4	4.4	3.5	4.8	0.5	4.3	3.5	3.9
	(2.4)	(2.7)	(1.9)	(2.1)	(2.0)	(1.0)	(2.6)	(2.4)	(2.0)
Hard of hearing	3.3	1.6	0.9	3.9	1.4	0.7	2.3	1.7	1.0
	(2.6)	(1.6)	(0.9)	(2.1)	(1.1)	(1.1)	(1.9)	(1.7)	(1.0)
Deafness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Orthopedic impairment	---	---	---	---	---	---	---	---	---
Other health impairment	3.2	5.7	6.8	4.0	5.0	4.8	4.5	3.1	7.8
	(2.5)	(3.0)	(2.4)	(2.2)	(2.0)	(2.9)	(2.7)	(2.3)	(2.7)
Number of respondents	143	170	280	140	407	112	178	194	262
Percentage with parents who said youth began having trouble with disability at:									
Birth	51.4	58.9	63.2	57.6	62.0	40.6	51.5	63.9	57.1
	(7.7)	(6.5)	(4.7)	(5.8)	(4.8)	(7.0)	(6.8)	(6.6)	(5.2)
Under 3 years of age	5.4	7.4	4.3	6.3	5.0	7.2	5.1	6.4	6.4
	(3.5)	(3.5)	(2.0)	(2.8)	(2.2)	(3.7)	(3.0)	(3.3)	(2.6)
3 to 5 years of age	7.7	12.0	5.2	10.0	6.3	11.6	8.3	6.3	8.4
	(4.1)	(4.3)	(2.2)	(3.5)	(2.4)	(4.6)	(3.7)	(3.3)	(2.9)
6 to 12 years of age	25.9	14.3	14.6	18.0	16.5	27.9	27.0	12.7	17.9
	(6.8)	(4.6)	(3.4)	(4.5)	(3.7)	(6.4)	(6.0)	(4.5)	(4.0)
More than 12 years of age	9.6	7.4	12.7	8.1	10.3	12.6	8.1	10.8	10.2
	(4.6)	(3.5)	(3.2)	(3.2)	(3.0)	(4.8)	(3.7)	(4.2)	(3.2)
Number of respondents	130	163	263	128	370	102	163	185	245

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with parents who said youth began receiving special services for disability at:															
Birth	20.4	20.1	22.8	10.0	21.0	19.7	19.9	20.6	20.6	22.9	14.9	16.9	21.2	26.8	13.6
	(2.8)	(3.3)	(4.1)	(7.3)	(3.8)	(4.0)	(4.5)	(5.4)	(4.1)	(3.4)	(7.0)	(5.6)	(4.9)	(5.0)	(4.2)
Under 3 years of age	13.8	12.8	15.4	11.8	10.7	17.4	18.5	14.2	9.9	16.3	11.3	6.0	15.5	14.7	12.3
	(2.4)	(2.8)	(3.5)	(7.9)	(2.9)	(3.8)	(4.3)	(4.7)	(3.0)	(3.0)	(6.2)	(3.6)	(4.3)	(4.0)	(4.1)
3 to 5 years of age	21.1	17.3	25.5	27.8	25.8	15.7	17.8	23.9	20.8	22.0	20.4	18.4	23.2	22.7	18.7
	(2.8)	(3.1)	(4.2)	(10.9)	(4.1)	(3.7)	(4.3)	(5.7)	(4.1)	(3.3)	(7.9)	(5.8)	(5.0)	(4.8)	(4.8)
6 to 12 years of age	28.7	35.4	25.8	24.8	28.0	29.5	35.1	20.2	32.5	28.2	24.7	36.3	27.9	22.9	34.4
	(3.1)	(4.0)	(4.3)	(10.5)	(4.2)	(4.6)	(5.3)	(5.4)	(4.8)	(3.6)	(8.5)	(7.2)	(5.4)	(4.8)	(5.9)
More than 12 years of age	15.9	14.4	10.5	25.6	14.4	17.7	8.7	21.1	16.2	10.7	28.6	22.4	12.2	12.9	20.9
	(2.5)	(2.9)	(3.0)	(10.7)	(3.3)	(3.9)	(3.1)	(5.5)	(3.7)	(2.5)	(8.9)	(6.2)	(3.9)	(3.8)	(5.0)
Number of respondents	615	263	228	51	329	286	184	196	235	411	100	104	180	191	227
Percentage with IQ of:															
33 or lower	1.0	1.4	1.3	0.0	0.9	1.1	0.6	2.0	0.5	1.6	0.0	0.0	1.8	0.0	0.5
	(0.9)	(1.4)	(1.2)	(0.0)	(1.2)	(1.3)	(1.0)	(2.0)	(1.2)	(1.4)	(0.0)	(0.0)	(2.1)	(0.0)	(1.4)
34 to 50	7.6	10.0	7.3	2.5	5.9	9.9	6.4	6.9	9.0	6.7	8.6	9.4	16.8	4.3	2.0
	(2.3)	(3.6)	(2.7)	(4.7)	(2.9)	(3.7)	(3.4)	(3.7)	(4.6)	(2.8)	(5.6)	(6.6)	(5.8)	(2.9)	(2.8)
51 to 70	22.1	20.2	22.3	24.8	20.2	24.5	21.5	22.7	21.9	24.4	12.3	22.1	16.9	24.7	26.2
	(3.7)	(4.8)	(4.4)	(12.8)	(5.0)	(5.3)	(5.6)	(6.1)	(6.7)	(4.7)	(6.5)	(9.4)	(5.8)	(6.2)	(8.8)
71 to 90	49.2	48.4	44.4	61.8	48.4	50.3	42.6	46.4	56.2	46.8	59.4	49.9	40.7	55.0	50.1
	(4.4)	(6.0)	(5.2)	(14.4)	(6.2)	(6.1)	(6.8)	(7.3)	(8.0)	(5.5)	(9.8)	(11.3)	(7.6)	(7.2)	(10.0)
91 to 110	17.1	16.8	20.2	10.9	20.8	12.3	26.1	18.5	9.7	18.3	15.8	13.2	22.1	14.4	15.6
	(3.3)	(4.5)	(4.2)	(9.3)	(5.1)	(4.0)	(6.0)	(5.7)	(4.8)	(4.3)	(7.3)	(7.6)	(6.4)	(5.1)	(7.2)
Higher than 110	2.9	3.2	4.4	0.0	3.8	1.8	2.8	3.5	2.6	2.2	3.9	5.5	1.7	1.7	5.6
	(1.5)	(2.1)	(2.2)	(0.0)	(2.4)	(1.6)	(2.3)	(2.7)	(2.6)	(1.6)	(3.8)	(5.2)	(2.0)	(1.9)	(4.6)
Number of respondents	355	130	178	36	197	158	112	115	128	238	64	50	97	91	102
Average IQ	77.3	76.3	78.7	76.8	80.1	73.6	79.2	78.0	75.2	76.4	79.9	77.7	75.1	77.7	79.8
	(1.7)	(2.4)	(2.2)	(4.0)	(2.5)	(2.1)	(2.6)	(3.1)	(2.8)	(2.2)	(3.7)	(4.0)	(3.3)	(2.4)	(3.6)
Number of respondents	355	130	178	36	197	158	112	115	128	238	64	50	97	91	102

Source: Parent interviews and students' school records

Table 48: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	21.9	16.0	20.1	29.9	19.6	9.8	25.2	16.8	17.9
	(6.1)	(4.9)	(3.9)	(5.4)	(3.8)	(4.3)	(6.0)	(4.7)	(4.1)
Under 3 years of age	10.9	12.6	18.7	15.8	15.4	5.1	8.7	15.6	17.4
	(4.6)	(4.4)	(3.8)	(4.3)	(3.5)	(3.2)	(3.9)	(4.5)	(4.0)
3 to 5 years of age	18.8	30.1	18.6	17.9	23.6	15.8	14.6	24.7	24.3
	(5.7)	(6.1)	(3.8)	(4.5)	(4.1)	(5.3)	(4.9)	(5.4)	(4.5)
6 to 12 years of age	26.7	29.6	27.7	26.2	24.6	48.3	30.2	29.4	27.1
	(6.5)	(6.1)	(4.4)	(5.2)	(4.2)	(7.3)	(6.3)	(5.7)	(4.7)
More than 12 years of age	21.7	11.7	14.9	10.1	16.8	21.0	21.2	13.6	13.3
	(6.0)	(4.3)	(3.5)	(3.5)	(3.6)	(5.9)	(5.6)	(4.3)	(3.6)
Number of respondents	130	162	261	127	367	100	159	185	244
Percentage with IQ of:									
33 or lower	1.1	0.0	1.1	0.0	0.6	5.5	1.3	0.6	0.5
	(2.5)	(0.0)	(1.2)	(0.0)	(1.0)	(7.2)	(2.0)	(1.8)	(0.9)
34 to 50	4.3	12.2	7.5	5.5	6.1	18.0	10.3	3.6	8.2
	(4.9)	(5.5)	(3.0)	(4.3)	(2.9)	(12.2)	(5.4)	(4.1)	(3.7)
51 to 70	27.2	25.6	15.9	44.2	17.0	21.8	25.1	27.9	17.3
	(10.6)	(7.4)	(4.2)	(9.3)	(4.5)	(13.2)	(7.7)	(9.9)	(5.0)
71 to 90	62.7	44.6	38.7	41.8	51.1	41.8	48.3	51.9	45.3
	(11.6)	(8.4)	(5.6)	(9.3)	(6.0)	(15.7)	(8.9)	(11.0)	(6.7)
91 to 110	4.6	16.9	28.4	8.5	21.6	7.8	15.0	14.4	22.1
	(5.0)	(6.3)	(5.2)	(5.2)	(5.0)	(8.5)	(6.3)	(7.7)	(5.5)
Higher than 110	0.0	0.7	8.4	0.0	3.6	5.0	0.0	1.7	6.7
	(0.0)	(1.4)	(3.2)	(0.0)	(2.2)	(7.0)	(0.0)	(2.8)	(3.3)
Number of respondents	54	70	145	50	218	28	71	78	135
Average IQ	73.5	75.0	83.0	71.3	80.2	71.4	74.8	76.1	80.8
	(3.5)	(2.8)	(2.6)	(2.9)	(2.2)	(8.5)	(3.1)	(3.7)	(2.8)
Number of respondents	54	70	145	50	218	28	71	78	135

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Reported Self-Care Skills of Youth	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Self-Care Ability: Low	Self-Care Ability: Med	Self-Care Ability: High
Percentage able to dress themselves completely:															
Very well	59.9	66.0	52.7	64.4	56.1	64.2	61.5	60.7	57.9	58.4	65.4	59.0	1.0	56.2	100
	(3.4)	(3.8)	(4.8)	(11.2)	(4.9)	(4.7)	(5.3)	(6.4)	(5.5)	(4.1)	(8.9)	(7.3)	(1.2)	(5.5)	(0.0)
Pretty well	18.1	19.1	18.5	16.5	18.0	18.2	17.4	18.3	18.4	19.0	15.8	17.0	22.4	38.6	0.0
	(2.7)	(3.1)	(3.7)	(8.6)	(3.8)	(3.8)	(4.2)	(5.1)	(4.3)	(3.3)	(6.8)	(5.6)	(5.1)	(5.4)	(0.0)
Not very well	6.8	4.2	6.1	8.5	8.4	4.8	5.9	5.6	8.5	7.1	7.0	4.9	20.5	4.0	0.0
	(1.7)	(1.6)	(2.3)	(6.5)	(2.7)	(2.1)	(2.6)	(3.0)	(3.1)	(2.1)	(4.8)	(3.2)	(4.9)	(2.2)	(0.0)
Not at all well	15.3	10.7	22.8	10.6	17.5	12.7	15.2	15.4	15.2	15.5	11.7	19.1	56.2	1.2	0.0
	(2.5)	(2.5)	(4.0)	(7.2)	(3.7)	(3.3)	(3.9)	(4.7)	(4.0)	(3.0)	(6.0)	(5.9)	(6.0)	(1.2)	(0.0)
Number of respondents	641	282	232	56	339	302	193	203	245	428	108	105	178	199	256
Percentage able to feed themselves:															
Very well	75.1	78.6	69.6	78.0	71.2	79.6	73.5	79.9	71.6	75.0	78.7	70.6	29.1	81.4	100
	(3.0)	(3.3)	(4.4)	(9.6)	(4.4)	(3.9)	(4.9)	(5.3)	(5.0)	(3.6)	(7.7)	(6.7)	(5.5)	(4.3)	(0.0)
Pretty well	14.3	13.7	15.6	11.7	15.1	13.4	16.1	9.8	17.3	14.9	8.3	19.8	33.4	16.6	0.0
	(2.4)	(2.7)	(3.5)	(7.5)	(3.5)	(3.3)	(4.0)	(3.9)	(4.2)	(3.0)	(5.2)	(5.9)	(5.7)	(4.1)	(0.0)
Not very well	5.4	4.1	6.6	6.7	7.9	2.4	4.6	5.7	5.6	4.5	7.8	6.2	17.6	1.9	0.0
	(1.6)	(1.6)	(2.4)	(5.8)	(2.6)	(1.5)	(2.3)	(3.0)	(2.5)	(1.7)	(5.0)	(3.6)	(4.6)	(1.5)	(0.0)
Not at all well	5.2	3.6	8.2	3.7	5.8	4.5	5.8	4.5	5.5	5.6	5.2	3.3	19.8	0.0	0.0
	(1.5)	(1.5)	(2.6)	(4.4)	(2.3)	(2.0)	(2.6)	(2.7)	(2.5)	(1.9)	(4.2)	(2.6)	(4.9)	(0.0)	(0.0)
Number of respondents	642	283	231	57	340	302	193	202	247	428	108	106	178	199	256
Percentage able to get places outside the home:															
Very well	51.4	50.1	44.0	64.5	51.5	51.2	57.5	53.2	45.3	50.6	55.4	49.7	5.1	24.7	100
	(3.5)	(4.0)	(4.8)	(11.1)	(4.9)	(4.9)	(5.4)	(6.6)	(5.5)	(4.2)	(9.3)	(7.5)	(2.7)	(4.8)	(0.0)
Pretty well	18.3	22.3	19.7	11.3	19.1	17.4	14.4	16.8	22.5	17.4	16.5	24.7	13.6	47.5	0.0
	(2.7)	(3.3)	(3.8)	(7.3)	(3.9)	(3.7)	(3.9)	(4.9)	(4.6)	(3.2)	(7.0)	(6.4)	(4.2)	(5.6)	(0.0)
Not very well	10.6	11.3	10.9	9.9	8.1	13.5	9.9	9.5	12.1	11.8	8.0	8.8	19.9	17.3	0.0
	(2.1)	(2.5)	(3.0)	(7.0)	(2.7)	(3.3)	(3.3)	(3.9)	(3.6)	(2.7)	(5.1)	(4.2)	(4.9)	(4.2)	(0.0)
Not at all well	19.7	16.3	25.5	14.3	21.3	18.0	18.2	20.5	20.1	20.2	20.1	16.9	61.4	10.5	0.0
	(2.8)	(3.0)	(4.2)	(8.1)	(4.0)	(3.7)	(4.2)	(5.3)	(4.4)	(3.3)	(7.5)	(5.6)	(5.9)	(3.4)	(0.0)
Number of respondents	638	281	230	57	337	301	192	201	245	426	107	105	178	199	256
Average self-care skills scale score:*															
Low (3-8)	26.6	20.5	33.2	23.5	30.1	22.5	27.3	24.0	28.5	27.9	24.8	23.0	100	0.0	0.0
	(3.1)	(3.2)	(4.6)	(9.9)	(4.5)	(4.1)	(4.9)	(5.7)	(5.0)	(3.7)	(8.1)	(6.3)	(0.0)	(0.0)	(0.0)
Medium (9-11)	31.1	37.1	33.4	21.6	30.0	32.5	24.5	32.3	34.7	31.4	24.2	39.4	0.0	100	0.0
	(3.2)	(3.9)	(4.6)	(9.6)	(4.5)	(4.6)	(4.8)	(6.2)	(5.3)	(3.9)	(8.0)	(7.3)	(0.0)	(0.0)	(0.0)
High (12)	42.3	42.4	33.4	54.9	39.9	45.0	48.2	43.6	36.9	40.7	51.1	37.6	0.0	0.0	100
	(3.4)	(4.0)	(4.6)	(11.6)	(4.8)	(4.9)	(5.5)	(6.6)	(5.4)	(4.1)	(9.4)	(7.3)	(0.0)	(0.0)	(0.0)
Number of respondents	633	278	229	56	334	299	190	200	243	422	107	104	178	199	256

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	63.3	56.3	62.5	62.8	59.3	59.5	51.4	67.2	60.6
	(7.0)	(6.5)	(4.5)	(5.5)	(4.8)	(6.8)	(6.4)	(6.3)	(5.0)
Pretty well	18.4	22.1	12.1	23.9	15.4	20.2	24.1	14.4	16.1
	(5.7)	(5.4)	(3.0)	(4.8)	(3.6)	(5.6)	(5.5)	(4.7)	(3.7)
Not very well	6.6	6.5	5.7	5.9	7.1	5.4	8.5	6.1	5.3
	(3.6)	(3.2)	(2.2)	(2.7)	(2.5)	(3.1)	(3.6)	(3.2)	(2.3)
Not at all well	11.6	15.1	19.8	7.4	18.1	14.9	16.0	12.3	18.0
	(4.7)	(4.7)	(3.7)	(3.0)	(3.8)	(5.0)	(4.7)	(4.4)	(3.9)
Number of respondents	142	167	279	136	377	108	176	192	260
Percentage able to feed themselves:									
Very well	79.7	74.8	74.2	81.9	75.0	68.8	70.8	79.0	74.8
	(5.9)	(5.7)	(4.1)	(4.3)	(4.3)	(6.4)	(5.9)	(5.5)	(4.4)
Pretty well	11.1	12.3	16.5	11.0	14.1	18.5	16.4	13.1	13.8
	(4.6)	(4.3)	(3.5)	(3.5)	(3.4)	(5.4)	(4.8)	(4.5)	(3.5)
Not very well	6.4	6.7	3.1	3.7	5.1	7.6	8.4	3.7	4.4
	(3.6)	(3.3)	(1.6)	(2.1)	(2.2)	(3.7)	(3.6)	(2.5)	(2.1)
Not at all well	2.8	6.2	6.2	3.4	5.8	5.1	4.4	4.2	7.0
	(2.4)	(3.2)	(2.3)	(2.1)	(2.3)	(3.0)	(2.7)	(2.7)	(2.6)
Number of respondents	141	167	280	136	377	109	176	192	261
Percentage able to get places outside the home:									
Very well	57.7	51.8	47.5	52.0	50.7	55.9	47.9	56.7	49.4
	(7.2)	(6.6)	(4.7)	(5.6)	(5.0)	(6.9)	(6.4)	(6.7)	(5.1)
Pretty well	16.9	18.3	17.7	23.7	17.7	16.0	21.1	17.6	16.3
	(5.5)	(5.1)	(3.6)	(4.8)	(3.8)	(5.1)	(5.2)	(5.1)	(3.8)
Not very well	7.6	10.3	12.6	9.6	10.0	11.5	6.6	14.2	10.6
	(3.9)	(4.0)	(3.1)	(3.3)	(3.0)	(4.4)	(3.2)	(4.7)	(3.2)
Not at all well	17.8	19.6	22.2	14.7	21.5	16.5	24.4	11.5	23.6
	(5.6)	(5.2)	(3.9)	(4.0)	(4.1)	(5.1)	(5.5)	(4.3)	(4.3)
Number of respondents	142	165	277	136	374	109	177	190	258
Average self-care skills scale score:*									
Low (3-8)	19.9	30.2	29.4	15.5	29.7	26.1	31.4	21.8	27.5
	(5.9)	(6.1)	(4.3)	(4.1)	(4.5)	(6.2)	(6.0)	(5.6)	(4.6)
Medium (9-11)	32.7	29.0	30.5	40.3	28.4	29.4	33.1	26.9	32.9
	(6.9)	(6.0)	(4.3)	(5.5)	(4.5)	(6.4)	(6.1)	(6.0)	(4.8)
High (12)	47.4	40.8	40.1	44.2	41.9	44.4	35.5	51.3	39.7
	(7.4)	(6.5)	(4.6)	(5.6)	(4.9)	(7.0)	(6.2)	(6.7)	(5.0)
Number of respondents	139	165	276	136	372	106	173	190	257

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage able to look up phone numbers and use the phone:															
Very well	53.6	51.1	44.9	60.9	50.2	57.5	53.8	60.9	46.4	49.9	65.4	54.1	24.8	57.3	69.4
	(3.5)	(4.0)	(4.8)	(11.3)	(4.9)	(4.8)	(5.5)	(6.4)	(5.6)	(4.2)	(9.0)	(7.4)	(5.1)	(5.5)	(5.6)
Pretty well	20.5	23.8	21.8	19.5	20.2	20.9	20.8	15.5	25.2	22.7	12.2	22.0	16.8	23.7	20.8
	(2.8)	(3.4)	(4.0)	(9.2)	(3.9)	(4.0)	(4.5)	(4.8)	(4.8)	(3.5)	(6.2)	(6.1)	(4.4)	(4.8)	(5.0)
Not very well	11.7	13.5	13.8	8.7	14.2	8.8	11.1	11.1	12.7	11.6	12.0	11.8	21.5	11.5	5.4
	(2.2)	(2.7)	(3.3)	(6.6)	(3.4)	(2.8)	(3.5)	(4.1)	(3.7)	(2.7)	(6.1)	(4.8)	(4.9)	(3.6)	(2.8)
Not at all well	14.2	11.6	19.6	10.9	15.4	12.8	14.3	12.5	15.8	15.8	10.5	12.2	36.9	7.5	4.3
	(2.4)	(2.6)	(3.8)	(7.3)	(3.5)	(3.3)	(3.8)	(4.3)	(4.1)	(3.0)	(5.8)	(4.8)	(5.7)	(3.0)	(2.5)
Number of respondents	638	280	232	57	338	300	193	202	243	426	106	106	186	197	253
Percentage able to tell time on a clock with hands:															
Very well	70.5	71.1	67.5	76.4	69.8	71.3	69.9	78.5	63.2	67.9	78.9	70.5	53.5	76.9	76.7
	(3.2)	(3.6)	(4.5)	(9.9)	(4.5)	(4.4)	(5.1)	(5.4)	(5.3)	(3.9)	(7.7)	(6.8)	(5.9)	(4.8)	(5.1)
Pretty well	14.4	14.5	14.4	15.4	16.1	12.4	17.3	6.9	19.3	16.7	10.6	9.0	16.2	12.7	14.4
	(2.4)	(2.8)	(3.4)	(8.4)	(3.6)	(3.2)	(4.2)	(3.3)	(4.4)	(3.1)	(5.8)	(4.3)	(4.4)	(3.8)	(4.3)
Not very well	7.2	7.6	8.5	5.0	7.0	7.4	5.2	5.8	9.9	6.3	5.5	13.5	9.4	4.4	7.9
	(1.8)	(2.1)	(2.7)	(5.0)	(2.5)	(2.6)	(2.5)	(3.1)	(3.3)	(2.0)	(4.3)	(5.1)	(3.5)	(2.3)	(3.3)
Not at all well	8.0	6.9	9.6	3.2	7.2	8.9	7.5	8.7	7.6	9.1	5.0	7.0	20.9	6.1	1.0
	(1.9)	(2.0)	(2.8)	(4.1)	(2.5)	(2.8)	(2.9)	(3.7)	(2.9)	(2.4)	(4.1)	(3.8)	(4.8)	(2.7)	(1.2)
Number of respondents	638	280	232	57	338	300	191	202	245	426	107	105	186	195	255
Percentage able to read/understand common signs:															
Very well	74.2	73.5	75.3	75.7	74.1	74.3	76.4	80.1	67.1	72.8	82.7	68.8	57.5	77.0	83.1
	(3.0)	(3.5)	(4.1)	(10.0)	(4.3)	(4.3)	(4.7)	(5.2)	(5.2)	(3.7)	(7.1)	(6.9)	(5.8)	(4.7)	(4.6)
Pretty well	16.1	15.1	14.1	18.1	17.8	14.1	13.0	13.3	20.9	17.0	9.3	21.2	19.0	18.6	12.4
	(2.5)	(2.9)	(3.3)	(9.0)	(3.7)	(3.4)	(3.7)	(4.5)	(4.5)	(3.1)	(5.4)	(6.1)	(4.6)	(4.3)	(4.0)
Not very well	5.6	8.1	6.5	0.8	3.6	7.9	5.0	4.1	7.4	6.0	2.6	7.9	10.8	4.1	3.3
	(1.6)	(2.2)	(2.4)	(2.0)	(1.8)	(2.6)	(2.4)	(2.6)	(2.9)	(2.0)	(3.0)	(4.0)	(3.7)	(2.2)	(2.2)
Not at all well	4.1	3.3	4.1	5.4	4.5	3.7	5.6	2.5	4.6	4.2	5.4	2.1	12.8	0.3	1.2
	(1.4)	(1.4)	(1.9)	(5.2)	(2.0)	(1.8)	(2.5)	(2.0)	(2.3)	(1.7)	(4.2)	(2.1)	(3.9)	(0.6)	(1.3)
Number of respondents	643	283	234	57	341	302	193	203	247	429	108	106	188	199	254

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	51.5	53.0	57.2	61.7	52.7	48.0	51.1	57.0	52.6
	(7.3)	(6.5)	(4.6)	(5.5)	(5.0)	(6.8)	(6.4)	(6.6)	(5.1)
Pretty well	24.0	19.3	18.3	13.7	20.8	27.5	23.0	16.1	23.0
	(6.3)	(5.2)	(3.6)	(3.9)	(4.0)	(6.1)	(5.4)	(4.9)	(4.3)
Not very well	11.7	14.4	9.8	9.7	11.7	13.4	12.3	15.8	6.9
	(4.7)	(4.6)	(2.8)	(3.4)	(3.2)	(4.6)	(4.2)	(4.9)	(2.6)
Not at all well	12.8	13.3	14.7	14.9	14.8	11.1	13.6	11.1	17.5
	(4.9)	(4.4)	(3.3)	(4.0)	(3.5)	(4.3)	(4.4)	(4.2)	(3.9)
Number of respondents	141	168	278	135	373	111	177	191	258
Percentage able to tell time on a clock with hands:									
Very well	64.7	72.2	77.5	74.8	71.6	60.9	68.4	72.3	71.5
	(7.0)	(5.9)	(3.9)	(4.9)	(4.4)	(6.8)	(6.0)	(6.0)	(4.6)
Pretty well	20.1	12.7	10.2	10.7	14.1	19.8	14.5	19.4	9.6
	(5.9)	(4.4)	(2.8)	(3.5)	(3.4)	(5.5)	(4.6)	(5.3)	(3.0)
Not very well	6.3	7.8	5.9	6.5	6.3	11.8	6.2	5.1	9.1
	(3.6)	(3.5)	(2.2)	(2.8)	(2.4)	(4.5)	(3.1)	(3.0)	(2.9)
Not at all well	8.9	7.3	6.5	8.1	7.9	7.5	10.9	3.2	9.8
	(4.2)	(3.4)	(2.3)	(3.1)	(2.7)	(3.6)	(4.0)	(2.4)	(3.0)
Number of respondents	141	168	278	134	376	108	175	190	261
Percentage able to read/understand common signs:									
Very well	69.8	71.4	84.5	74.2	76.9	62.8	68.7	75.7	78.9
	(6.7)	(5.9)	(3.4)	(4.9)	(4.2)	(6.7)	(6.0)	(5.7)	(4.1)
Pretty well	20.3	18.7	9.7	13.0	15.4	23.9	16.7	16.4	14.5
	(5.9)	(5.1)	(2.8)	(3.8)	(3.6)	(5.9)	(4.8)	(4.9)	(3.6)
Not very well	4.6	7.1	3.4	9.3	3.7	8.2	5.9	6.6	3.8
	(3.1)	(3.3)	(1.7)	(3.3)	(1.9)	(3.8)	(3.0)	(3.3)	(1.9)
Not at all well	5.3	2.8	2.4	3.5	4.0	5.1	8.6	1.3	2.8
	(3.3)	(2.2)	(1.4)	(2.1)	(1.9)	(3.0)	(3.6)	(1.5)	(1.7)
Number of respondents	141	169	280	137	377	109	176	193	262

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage able to count change:															
Very well	56.2	62.8	52.5	54.7	57.7	54.4	57.4	65.3	46.6	52.7	66.5	58.1	38.0	60.6	64.6
	(3.4)	(3.9)	(4.8)	(11.6)	(4.8)	(4.9)	(5.4)	(6.3)	(5.5)	(4.1)	(8.9)	(7.3)	(5.7)	(5.5)	(5.8)
Pretty well	20.2	14.8	19.0	25.1	20.2	20.2	17.9	18.2	23.8	20.9	16.0	22.7	23.4	19.5	18.8
	(2.8)	(2.8)	(3.8)	(10.1)	(3.9)	(3.9)	(4.2)	(5.1)	(4.7)	(3.4)	(6.9)	(6.2)	(5.0)	(4.4)	(4.8)
Not very well	15.0	13.2	18.6	16.5	14.7	15.3	13.5	8.5	22.2	16.9	11.1	11.6	18.1	16.8	11.7
	(2.5)	(2.7)	(3.7)	(8.6)	(3.5)	(3.5)	(3.8)	(3.7)	(4.6)	(3.1)	(5.9)	(4.7)	(4.6)	(4.2)	(3.9)
Not at all well	8.6	9.1	9.9	3.6	7.4	10.0	11.2	7.9	7.4	9.5	6.3	7.6	20.5	3.2	4.8
	(1.9)	(2.3)	(2.9)	(4.3)	(2.6)	(2.9)	(3.5)	(3.6)	(2.9)	(2.4)	(4.6)	(3.9)	(4.8)	(2.0)	(2.6)
Number of respondents	640	281	332	57	339	301	193	201	246	426	107	107	187	198	253
Average functional skills scale score:*															
4 to 8	8.1	8.3	10.8	3.3	6.9	9.6	7.9	7.8	8.6	8.9	6.7	6.8	21.5	4.0	2.6
	(1.9)	(2.2)	(3.0)	(4.1)	(2.5)	(2.9)	(3.0)	(3.6)	(3.2)	(2.4)	(4.8)	(3.8)	(5.0)	(2.2)	(1.9)
9 to 12	22.1	19.6	23.3	24.4	24.6	19.2	21.2	16.1	28.5	25.2	9.1	25.8	32.2	18.8	18.1
	(2.9)	(3.2)	(4.1)	(10.0)	(4.3)	(3.9)	(4.5)	(4.9)	(5.1)	(3.6)	(5.5)	(6.6)	(5.6)	(4.4)	(4.7)
13 to 15	29.6	29.3	32.5	27.9	30.9	28.1	29.8	26.7	32.2	30.4	30.3	24.8	33.6	34.2	23.8
	(3.2)	(3.7)	(4.5)	(10.4)	(4.6)	(4.4)	(5.1)	(5.9)	(5.3)	(3.9)	(8.7)	(6.5)	(5.7)	(5.4)	(5.2)
16	40.2	42.8	33.5	44.5	37.7	43.1	41.0	49.4	30.6	35.5	54.0	42.7	12.7	42.9	55.4
	(3.4)	(4.0)	(4.6)	(11.5)	(4.8)	(4.9)	(5.4)	(6.6)	(5.2)	(4.0)	(9.5)	(7.5)	(4.0)	(5.6)	(6.1)
Number of respondents	628	275	229	57	332	296	191	199	238	420	105	103	181	193	252

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	52.6	59.0	59.1	61.7	54.8	53.6	56.3	51.8	59.5
	(7.3)	(6.4)	(4.6)	(5.5)	(4.9)	(6.8)	(6.4)	(6.7)	(5.0)
Pretty well	25.2	18.5	17.9	18.4	22.0	16.4	22.4	21.3	17.4
	(6.3)	(5.1)	(3.6)	(4.4)	(4.1)	(5.1)	(5.3)	(5.5)	(3.9)
Not very well	15.3	11.0	15.2	13.2	15.1	17.3	11.0	20.0	14.3
	(5.3)	(4.1)	(3.4)	(3.8)	(3.5)	(5.2)	(4.0)	(5.4)	(3.6)
Not at all well	6.8	11.6	7.7	6.7	8.0	12.8	10.3	6.9	8.8
	(3.7)	(4.2)	(2.5)	(2.8)	(2.7)	(4.6)	(3.9)	(3.4)	(2.9)
Number of respondents	142	168	278	136	374	110	177	191	260
Average functional skills scale score *									
4 to 8	5.8	11.3	6.3	8.5	7.4	9.1	11.0	4.5	8.7
	(3.5)	(4.2)	(2.3)	(3.2)	(2.6)	(4.0)	(4.1)	(2.8)	(2.9)
9 to 12	32.0	15.2	17.3	21.2	21.2	27.7	22.1	22.7	20.9
	(6.9)	(4.7)	(3.6)	(4.7)	(4.1)	(6.3)	(5.4)	(5.7)	(4.2)
13 to 15	23.0	33.5	32.5	22.6	33.1	26.4	25.8	38.9	25.4
	(6.3)	(6.2)	(4.4)	(4.8)	(4.7)	(6.2)	(5.7)	(6.6)	(4.5)
16	39.2	40.0	43.8	47.6	38.4	36.8	41.1	33.9	45.0
	(7.3)	(6.4)	(4.7)	(5.7)	(4.8)	(6.8)	(6.4)	(6.4)	(5.1)
Number of respondents	137	167	275	132	371	106	172	188	256

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Assistive Devices Reported Used	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Self-Care Ability: Low	Self-Care Ability: Med	Self-Care Ability: High
Percentage who used for hearing assistance a:															
Telecommunications device	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.														
Telephone amplifier															
Hearing aid															
Closed captioned TV															
Other hearing assistance															
Number of respondents															
Percentage who used for mobility assistance:															
A wheelchair	45.3	40.8	59.9	34.3	44.7	46.0	37.9	46.7	49.3	46.4	40.2	46.4	81.5	50.0	16.4
	(3.5)	(4.0)	(4.8)	(11.4)	(4.9)	(4.9)	(5.4)	(6.7)	(5.5)	(4.2)	(9.5)	(7.6)	(4.6)	(5.7)	(4.6)
Crutches, a cane, or a walker	25.0	29.0	24.3	16.7	24.6	25.4	23.0	23.3	27.9	24.8	21.0	30.6	20.5	42.3	15.0
	(3.0)	(3.7)	(4.2)	(9.0)	(4.3)	(4.2)	(4.7)	(5.7)	(5.0)	(3.6)	(7.9)	(7.0)	(4.8)	(5.6)	(4.5)
Modifications to a car	10.5	6.8	21.0	2.9	11.7	9.1	5.7	7.6	16.8	7.0	12.5	24.1	21.3	9.7	3.6
	(2.2)	(2.0)	(4.0)	(4.1)	(3.2)	(2.8)	(2.6)	(3.5)	(4.1)	(2.1)	(6.4)	(6.5)	(4.9)	(3.4)	(2.4)
Prosthetics/orthotics	20.4	21.9	21.4	18.6	20.6	20.1	24.2	17.0	20.9	23.3	11.6	18.0	19.0	29.6	14.4
	(2.8)	(3.4)	(4.0)	(9.3)	(4.0)	(3.9)	(4.8)	(5.0)	(4.5)	(3.5)	(6.2)	(5.8)	(4.6)	(5.2)	(4.4)
Computers to aid mobility	13.8	9.8	19.0	12.4	15.1	12.2	14.0	15.2	12.1	16.0	7.9	10.6	30.3	12.1	3.7
	(2.4)	(2.4)	(3.9)	(7.9)	(3.6)	(3.2)	(3.9)	(4.8)	(3.7)	(3.1)	(5.3)	(4.7)	(5.5)	(3.7)	(2.4)
Other mobility assistance	2.6	2.1	2.4	3.9	3.6	1.5	3.8	2.2	2.2	3.6	0.0	1.6	4.6	3.2	0.8
	(1.1)	(1.2)	(1.5)	(4.6)	(1.9)	(1.2)	(2.1)	(2.0)	(1.6)	(1.5)	(0.0)	(1.9)	(2.5)	(2.0)	(1.1)
Number of respondents	616	269	222	54	326	290	186	195	235	416	100	100	183	192	237
Percentage who used for visual assistance:															
A seeing eye dog	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.														
Braille or large print readers															
An opticon/optical scanner															
Computers to aid vision															
Other vision assistance															
Number of respondents															

Source: Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.								
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair	35.8	46.5	54.1	41.5	48.8	35.6	46.7	36.3	53.9
	(7.1)	(6.6)	(4.5)	(5.7)	(5.0)	(6.6)	(6.4)	(6.5)	(5.2)
Crutches, a cane, or a walker	24.3	26.0	24.9	25.8	26.4	16.9	29.3	19.9	26.0
	(6.4)	(5.8)	(3.9)	(5.0)	(4.4)	(5.2)	(5.9)	(5.4)	(4.6)
Modifications to a car	4.5	9.6	18.7	3.5	11.7	12.3	6.6	7.8	16.9
	(3.1)	(3.9)	(3.5)	(2.1)	(3.2)	(4.5)	(3.2)	(3.6)	(3.9)
Prosthetics/orthotics	18.0	19.7	24.1	19.7	19.7	21.7	23.2	18.9	19.4
	(5.7)	(5.2)	(3.9)	(4.6)	(4.0)	(5.7)	(5.4)	(5.3)	(4.1)
Computers to aid mobility	9.9	12.0	19.4	7.0	17.9	7.0	11.6	12.0	18.1
	(4.5)	(4.4)	(3.6)	(3.0)	(3.9)	(3.6)	(4.2)	(4.4)	(4.0)
Other mobility assistance	3.2	0.9	3.8	1.7	3.2	2.1	2.3	2.4	2.8
	(2.6)	(1.2)	(1.7)	(1.5)	(1.8)	(2.0)	(1.9)	(2.0)	(1.7)
Number of respondents	136	162	266	130	361	105	170	185	246
Percentage who used for visual assistance:									
A seeing eye dog	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.								
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

Source: Parent interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Parent Expectations	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with likelihood of graduating from high school:*															
Definitely will	47.0	50.4	51.5	38.8	45.4	48.9	50.8	48.2	39.4	50.5	8.8	3.8	31.6	42.0	62.2
	(4.1)	(4.7)	(6.0)	(12.9)	(6.0)	(5.5)	(5.8)	(6.7)	(9.6)	(4.3)	(11.8)	(6.1)	(6.1)	(7.6)	(6.9)
Probably will	25.0	31.8	18.5	22.6	26.3	23.3	29.5	22.7	22.1	25.0	26.1	22.9	24.3	31.6	20.5
	(3.6)	(4.3)	(4.6)	(11.1)	(5.3)	(4.7)	(5.3)	(5.6)	(8.1)	(3.8)	(18.3)	(13.3)	(5.6)	(7.1)	(5.7)
Probably won't	13.3	4.9	7.3	32.3	13.5	13.1	8.7	14.3	18.5	11.5	43.8	17.3	16.3	9.3	14.1
	(2.8)	(2.0)	(3.1)	(12.4)	(4.1)	(3.7)	(3.3)	(4.7)	(7.6)	(2.8)	(20.6)	(11.9)	(4.9)	(4.4)	(4.9)
Definitely won't	14.8	12.9	22.7	6.3	14.8	14.7	11.1	14.8	20.0	13.0	21.3	56.0	27.8	17.1	3.3
	(2.9)	(3.1)	(5.0)	(6.4)	(4.3)	(3.9)	(3.6)	(4.8)	(7.8)	(2.9)	(17.0)	(15.7)	(5.9)	(5.8)	(2.5)
Number of respondents	425	202	161	44	229	196	171	157	97	389	18	18	136	120	169
Percentage with likelihood of graduating from 4-year college:															
Definitely will	13.4	15.0	11.9	13.9	9.9	17.5	10.6	16.4	12.4	8.1	27.5	17.9	8.1	10.2	19.3
	(2.5)	(3.0)	(3.2)	(8.1)	(3.1)	(4.1)	(3.7)	(5.2)	(3.9)	(2.4)	(9.2)	(6.1)	(3.2)	(3.7)	(5.3)
Probably will	20.1	28.5	23.3	5.1	18.9	21.4	23.0	20.7	17.5	22.7	13.6	17.3	11.5	22.5	24.1
	(3.0)	(3.8)	(4.1)	(5.1)	(4.1)	(4.4)	(5.1)	(5.7)	(4.5)	(3.7)	(7.1)	(6.0)	(3.7)	(5.1)	(5.7)
Probably won't	26.6	24.6	25.3	34.1	28.9	24.0	30.8	24.4	25.9	31.1	17.6	18.7	21.7	30.5	27.3
	(3.3)	(3.6)	(4.3)	(11.1)	(4.7)	(4.6)	(5.6)	(6.0)	(5.2)	(4.1)	(7.9)	(6.2)	(4.8)	(5.6)	(5.9)
Definitely won't	39.9	31.8	39.5	46.9	42.3	37.1	35.6	38.4	44.1	38.1	41.3	46.0	58.7	36.8	29.4
	(3.6)	(3.9)	(4.8)	(11.7)	(5.1)	(5.2)	(5.8)	(6.8)	(5.9)	(4.3)	(10.2)	(8.0)	(5.8)	(5.9)	(6.1)
Number of respondents	570	257	225	56	305	265	167	181	222	382	93	95	170	173	225
Percentage with likelihood of graduating from 2-year college:**															
Definitely will	1.5	0.4	3.2	1.1	1.0	2.2	1.3	2.2	1.1	1.6	2.4	0.0	0.8	3.0	0.9
	(1.1)	(0.7)	(2.1)	(2.7)	(1.3)	(1.8)	(1.7)	(2.6)	(1.5)	(1.4)	(3.6)	(0.0)	(1.2)	(2.6)	(1.7)
Probably will	24.6	28.5	17.3	31.6	28.0	19.9	29.8	23.7	22.0	27.9	18.6	16.2	14.4	26.7	32.6
	(4.0)	(5.0)	(4.4)	(11.7)	(5.9)	(4.9)	(7.1)	(7.4)	(6.0)	(5.0)	(9.1)	(7.8)	(4.7)	(6.8)	(8.6)
Probably won't	21.8	25.8	20.0	21.8	20.2	23.9	23.6	22.6	19.9	20.2	26.3	23.4	16.1	24.2	25.1
	(3.8)	(4.8)	(4.7)	(10.4)	(5.3)	(5.2)	(6.6)	(7.3)	(5.8)	(4.5)	(10.3)	(9.0)	(4.9)	(6.6)	(8.0)
Definitely won't	52.1	45.2	59.5	45.5	50.8	54.0	45.4	51.5	57.0	50.3	52.7	60.4	68.7	46.1	41.4
	(4.6)	(5.5)	(5.8)	(12.5)	(6.6)	(6.1)	(7.7)	(8.7)	(7.2)	(5.6)	(11.7)	(10.4)	(6.2)	(7.7)	(9.1)
Number of respondents	371	148	151	46	202	169	107	109	155	254	57	60	135	115	119

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	40.5	42.4	54.6	48.6	47.2	45.7	34.5	49.6	56.5
	(9.5)	(7.5)	(5.3)	(7.2)	(5.7)	(8.1)	(6.7)	(8.5)	(6.1)
Probably will	23.4	32.3	20.5	26.4	22.0	37.6	34.5	22.2	18.1
	(8.2)	(7.1)	(4.3)	(6.4)	(4.7)	(7.9)	(6.7)	(7.1)	(4.8)
Probably won't	22.8	13.1	7.2	9.4	16.0	5.6	18.0	14.1	8.3
	(8.1)	(5.1)	(2.7)	(4.2)	(4.2)	(3.7)	(5.4)	(5.9)	(3.4)
Definitely won't	13.3	12.2	17.7	15.5	14.9	11.1	13.0	14.2	17.0
	(6.6)	(5.0)	(4.0)	(5.2)	(4.1)	(5.1)	(4.7)	(6.0)	(4.6)
Number of respondents	79	118	198	84	262	67	117	122	183
Percentage with likelihood of graduating from 4-year college:									
Definitely will	12.5	7.9	18.6	11.2	12.0	17.1	15.4	9.5	15.4
	(5.5)	(3.9)	(3.7)	(4.1)	(3.3)	(6.0)	(5.1)	(4.2)	(3.8)
Probably will	15.0	21.7	21.9	31.2	14.8	32.5	24.7	13.4	22.5
	(5.9)	(5.9)	(3.9)	(6.0)	(3.6)	(7.5)	(6.1)	(4.9)	(4.4)
Probably won't	31.6	24.2	26.0	21.2	29.7	20.9	18.5	33.0	27.6
	(7.7)	(6.1)	(4.1)	(5.3)	(4.6)	(6.5)	(5.5)	(6.7)	(4.7)
Definitely won't	40.9	46.2	33.6	36.5	43.4	29.5	41.4	44.1	34.5
	(8.2)	(7.1)	(4.5)	(6.3)	(5.0)	(7.3)	(6.9)	(7.1)	(5.0)
Number of respondents	112	145	274	104	363	86	146	173	249
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	0.8	0.5	1.7	1.2	1.5	2.1	3.3	0.7	1.0
	(1.7)	(1.2)	(1.6)	(1.9)	(1.4)	(3.2)	(2.7)	(1.4)	(1.4)
Probably will	22.7	24.9	28.0	30.2	24.2	20.0	18.6	23.7	30.9
	(8.0)	(7.4)	(5.5)	(7.8)	(5.0)	(9.0)	(6.0)	(7.3)	(6.7)
Probably won't	22.1	24.9	20.6	8.1	22.1	37.0	18.5	27.1	18.3
	(7.9)	(7.4)	(5.0)	(4.6)	(4.9)	(10.8)	(6.0)	(7.6)	(5.6)
Definitely won't	54.4	49.7	49.7	60.4	52.1	40.9	59.6	48.5	49.8
	(9.5)	(8.6)	(6.1)	(8.3)	(5.9)	(11.0)	(7.6)	(8.6)	(7.2)
Number of respondents	79	108	161	61	251	49	98	124	146

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Parent Expectations	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage with likelihood of getting a paid job:*															
Definitely will	20.1	20.9	24.4	13.9	20.2	20.0	27.9	18.0	15.2	21.9	16.9	13.2	8.1	19.9	33.2
	(3.3)	(4.0)	(5.2)	(9.4)	(4.8)	(4.4)	(6.0)	(5.9)	(4.9)	(3.9)	(8.6)	(6.4)	(3.6)	(5.8)	(6.9)
Probably will	50.3	57.3	42.9	44.6	51.2	49.3	50.7	55.7	44.9	54.4	34.2	47.3	34.9	64.9	49.9
	(4.1)	(4.9)	(6.0)	(13.5)	(6.0)	(5.5)	(6.7)	(7.6)	(6.8)	(4.8)	(10.9)	(9.5)	(6.4)	(6.9)	(7.3)
Probably won't	19.1-	12.5	18.7	34.4	17.6	20.8	14.8	11.0	30.5	15.8	32.1	21.3	33.7	12.1	11.4
	(3.2)	(3.3)	(4.7)	(12.9)	(4.6)	(4.4)	(4.8)	(4.8)	(6.3)	(3.5)	(10.8)	(7.8)	(6.3)	(4.7)	(4.6)
Definitely won't	10.5	9.3	14.0	7.2	10.9	9.9	6.5	15.4	9.4	7.9	16.8	18.3	23.4	3.1	5.5
	(2.5)	(2.9)	(4.2)	(7.0)	(3.7)	(3.3)	(3.3)	(5.5)	(4.0)	(2.6)	(8.6)	(7.3)	(5.7)	(2.5)	(3.3)
Number of respondents	388	181	147	37	201	187	131	119	138	283	54	51	136	129	122
Percentage with likelihood of living on their own:**															
Definitely will	18.3	16.9	19.7	19.1	18.3	18.2	21.6	23.1	11.3	15.3	27.5	19.4	2.1	12.9	32.7
	(2.9)	(3.2)	(4.0)	(9.5)	(4.0)	(4.3)	(4.9)	(6.1)	(3.9)	(3.2)	(9.4)	(6.6)	(1.7)	(4.2)	(6.4)
Probably will	34.1	32.1	32.1	37.8	35.0	33.2	35.2	33.2	34.2	36.9	25.2	33.5	10.2	43.7	43.2
	(3.6)	(3.9)	(4.7)	(11.7)	(5.0)	(5.2)	(5.7)	(6.8)	(5.9)	(4.3)	(9.2)	(7.8)	(3.6)	(6.2)	(6.7)
Probably won't	24.0	28.0	22.6	22.5	24.1	23.8	24.3	23.0	24.6	27.2	19.5	14.7	33.8	26.6	15.6
	(3.2)	(3.8)	(4.2)	(10.1)	(4.5)	(4.7)	(5.1)	(6.0)	(5.3)	(4.0)	(8.4)	(5.9)	(5.6)	(5.5)	(4.9)
Definitely won't	23.6	23.0	25.7	20.5	22.6	24.8	18.8	20.7	29.8	20.6	27.7	32.4	53.9	16.8	8.6
	(3.2)	(3.5)	(4.4)	(9.8)	(4.4)	(4.8)	(4.6)	(5.8)	(5.6)	(3.6)	(9.4)	(7.8)	(5.9)	(4.7)	(3.8)
Number of respondents	553	251	216	53	302	251	171	174	208	376	90	87	166	166	219

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	12.6	15.8	29.1	18.4	18.9	25.1	11.1	18.1	31.5
	(5.6)	(5.8)	(5.5)	(5.4)	(4.6)	(7.0)	(4.5)	(5.7)	(6.2)
Probably will	61.5	54.6	37.6	62.4	45.5	51.5	53.6	51.8	45.7
	(8.2)	(7.9)	(5.9)	(6.7)	(5.9)	(8.1)	(7.1)	(7.4)	(6.7)
Probably won't	11.4	23.6	22.9	10.5	24.6	12.1	18.1	24.8	14.3
	(5.4)	(6.7)	(5.1)	(4.2)	(5.1)	(5.3)	(5.5)	(6.4)	(4.7)
Definitely won't	14.5	6.0	10.4	8.7	11.1	11.3	17.2	5.3	8.5
	(5.9)	(3.7)	(3.7)	(3.9)	(3.7)	(5.1)	(5.4)	(3.3)	(3.7)
Number of respondents	81	107	170	91	218	68	112	123	150
Percentage with likelihood of living on their own:**									
Definitely will	8.3	15.9	30.8	15.0	19.8	11.6	7.9	14.4	30.7
	(4.7)	(5.2)	(4.4)	(4.7)	(4.2)	(5.0)	(3.9)	(5.0)	(5.0)
Probably will	50.3	30.3	25.3	33.9	32.3	44.1	34.0	36.7	31.9
	(8.5)	(6.5)	(4.2)	(6.2)	(4.9)	(7.8)	(6.9)	(6.9)	(5.1)
Probably won't	17.9	31.8	20.1	25.8	24.1	23.6	28.5	26.1	18.5
	(6.5)	(6.6)	(3.9)	(5.7)	(4.5)	(6.6)	(6.6)	(6.3)	(4.2)
Definitely won't	23.6	22.0	23.8	25.3	23.8	20.6	29.6	22.8	18.9
	(7.2)	(5.9)	(4.1)	(5.7)	(4.4)	(6.3)	(6.6)	(6.0)	(4.2)
Number of respondents	108	148	263	103	342	90	140	173	236

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roommate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

School Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage whose school was a:															
Comprehensive secondary school	83.1	72.0	89.2	94.3	82.0	84.4	89.5	82.7	78.7	82.5	82.0	86.6	74.8	82.2	87.2
	(2.5)	(3.7)	(2.7)	(4.9)	(3.6)	(3.3)	(3.4)	(4.2)	(4.8)	(3.1)	(5.8)	(5.8)	(5.3)	(4.4)	(4.2)
Special school for students with disabilities	14.4	24.7	9.4	2.6	15.0	13.7	8.5	13.2	19.7	15.1	13.4	13.4	24.8	15.9	9.9
	(2.3)	(3.6)	(2.5)	(3.4)	(3.3)	(3.2)	(3.1)	(3.7)	(4.7)	(2.9)	(5.2)	(5.8)	(5.3)	(4.2)	(3.8)
Vocational/technical school	0.7	1.8	0.0	0.0	1.0	0.3	0.4	0.7	0.8	0.9	0.3	0.0	0.0	1.5	0.9
	(0.5)	(1.1)	(0.0)	(0.0)	(0.9)	(0.5)	(0.7)	(0.9)	(1.0)	(0.8)	(0.8)	(0.0)	(0.0)	(1.4)	(1.2)
Other type of school	1.8	1.6	1.4	3.0	1.9	1.7	1.5	3.4	0.8	1.4	4.3	0.0	0.5	0.4	2.0
	(0.9)	(1.0)	(1.0)	(3.6)	(1.3)	(1.2)	(1.4)	(2.0)	(1.0)	(1.0)	(3.1)	(0.0)	(0.8)	(0.7)	(1.8)
Number of respondents	595	264	262	60	323	272	187	187	221	399	109	81	158	149	202
Percentage whose school served grades:															
K through 8 or 12	6.2	10.0	3.1	0.9	6.9	5.3	4.2	6.9	7.1	6.7	2.8	9.7	5.1	10.0	6.1
	(1.6)	(2.5)	(1.5)	(2.0)	(2.4)	(2.1)	(2.2)	(2.8)	(3.0)	(2.0)	(2.5)	(5.0)	(2.7)	(3.5)	(3.1)
6 through 12	7.3	13.4	1.6	7.3	7.6	6.8	5.1	3.7	11.7	6.9	12.3	1.4	9.5	5.8	6.2
	(1.7)	(2.8)	(1.1)	(5.5)	(2.5)	(2.3)	(2.4)	(2.1)	(3.8)	(2.1)	(5.0)	(2.0)	(3.6)	(2.7)	(3.1)
6 or 7 through 8 or 9	8.5	9.2	9.7	5.7	7.6	9.5	23.5	2.1	2.7	10.9	2.2	5.0	7.9	10.6	7.7
	(1.8)	(2.4)	(2.6)	(4.9)	(2.5)	(2.7)	(4.7)	(1.6)	(1.9)	(2.6)	(2.2)	(3.7)	(3.3)	(3.6)	(3.4)
9 or 10 through 12	73.3	64.8	78.6	83.9	73.9	72.6	63.2	83.0	72.8	70.0	78.8	81.1	65.9	70.6	78.3
	(2.9)	(3.9)	(3.6)	(7.8)	(4.1)	(4.1)	(5.4)	(4.1)	(5.2)	(3.8)	(6.2)	(6.7)	(5.8)	(5.3)	(5.2)
Ungraded students only	4.8	2.6	7.0	2.1	4.0	5.8	4.0	4.4	5.7	5.5	3.9	2.8	11.7	2.9	1.6
	(1.4)	(1.3)	(2.2)	(3.0)	(1.8)	(2.1)	(2.2)	(2.3)	(2.7)	(1.9)	(2.9)	(2.8)	(3.9)	(2.0)	(1.6)
Number of respondents	595	264	262	60	323	272	187	187	221	399	109	81	158	149	202

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	81.1	79.9	88.4	68.2	89.1	68.6	79.9	82.6	83.9
	(6.5)	(5.1)	(2.9)	(6.3)	(2.9)	(7.5)	(5.3)	(5.5)	(3.6)
Special school for students with disabilities	16.8	19.0	9.5	28.4	10.0	26.4	17.3	17.4	13.3
	(6.2)	(5.0)	(2.7)	(6.1)	(2.8)	(7.2)	(5.0)	(5.5)	(3.4)
Vocational/technical school	0.8	0.6	0.6	0.8	0.1	3.7	1.7	0.0	0.8
	(1.5)	(0.9)	(0.7)	(1.2)	(0.3)	(3.0)	(1.7)	(0.0)	(0.9)
Other type of school	1.3	0.6	1.5	2.6	0.8	1.3	1.1	0.0	2.0
	(1.9)	(0.9)	(1.1)	(2.1)	(0.8)	(1.9)	(1.4)	(0.0)	(1.4)
Number of respondents	101	133	237	96	339	84	129	150	225
Percentage whose school served grades:									
K through 8 or 12	10.8	8.0	1.9	14.6	4.8	5.9	6.7	8.1	5.9
	(5.1)	(3.4)	(1.2)	(4.8)	(2.0)	(3.8)	(3.3)	(4.0)	(2.3)
6 through 12	5.6	8.0	4.6	4.2	3.6	24.2	11.1	7.6	3.1
	(3.8)	(3.4)	(1.9)	(2.7)	(1.7)	(7.0)	(4.2)	(3.9)	(1.7)
6 or 7 through 8 or 9	6.6	12.2	8.0	11.9	9.2	4.2	10.2	7.4	8.7
	(4.1)	(4.1)	(2.5)	(4.4)	(2.7)	(3.3)	(4.0)	(3.8)	(2.8)
9 or 10 through 12	72.3	68.4	80.0	59.0	77.5	65.6	69.5	70.7	76.3
	(7.4)	(5.9)	(3.7)	(6.6)	(3.9)	(7.7)	(6.1)	(6.6)	(4.2)
Ungraded students only	4.7	3.4	5.5	10.4	4.9	0.0	2.4	6.2	6.0
	(3.5)	(2.3)	(2.1)	(4.1)	(2.0)	(0.0)	(2.0)	(3.5)	(2.4)
Number of respondents	101	133	237	96	339	84	129	150	225

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Student Enrollment	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average enrollment of:															
All students	1199	1190	1453	830	1175	1228	1133	1307	1158	1143	1179	1439	1002	1134	1371
	(54.8)	(71.2)	(77.0)	(87.1)	(80.2)	(73.0)	(89.0)	(92.4)	(96.5)	(65.6)	(128)	(147)	(99.4)	(88.7)	(109)
Secondary special education students	113	141	113	70	114	112	97	119	120	112	110	114	121	117	113
	(4.9)	(7.9)	(4.6)	(8.2)	(7.5)	(6.2)	(6.7)	(7.7)	(9.9)	(6.0)	(12.3)	(12.1)	(10.3)	(7.5)	(9.8)
Number of respondents	577	251	260	59	313	264	181	180	216	386	106	79	155	142	194
Average secondary school enrollment of students categorized as:															
Learning disabled	50	49	60	38	51	49	48	52	51	50	52	51	47	55	52
	(2.5)	(3.8)	(3.0)	(5.3)	(3.8)	(3.3)	(4.1)	(4.0)	(4.8)	(3.1)	(6.7)	(5.6)	(4.9)	(4.7)	(4.9)
Emotionally disturbed	10	10	13	7	11	10	11	10	9	10	9	11	11	11	9
	(0.9)	(1.1)	(1.3)	(1.3)	(1.4)	(1.0)	(1.9)	(1.2)	(1.3)	(1.1)	(1.8)	(1.8)	(2.1)	(1.4)	(1.4)
Speech impaired	2	2	2	3	2	2	2	2	2	2	3	2	2	2	3
	(0.5)	(0.6)	(0.5)	(1.8)	(0.7)	(0.6)	(0.7)	(0.7)	(0.9)	(0.5)	(1.4)	(0.8)	(0.8)	(0.7)	(1.0)
Mentally retarded	6	4	10	3	6	6	6	7	6	6	5	9	4	6	7
	(1.2)	(1.1)	(2.0)	(1.8)	(1.7)	(1.5)	(1.5)	(2.2)	(2.1)	(1.4)	(2.3)	(3.6)	(1.9)	(1.7)	(2.3)
Deaf/hard of hearing	2	3	2	1	2	2	2	2	3	2	3	3	1	2	3
	(0.4)	(0.7)	(0.4)	(0.4)	(0.5)	(0.5)	(0.6)	(0.6)	(0.7)	(0.5)	(0.9)	(0.8)	(0.3)	(0.7)	(0.9)
Visually impaired	1	2	1	0	1	1	1	2	1	1	1	2	1	1	2
	(0.2)	(0.4)	(0.1)	(0.2)	(0.3)	(0.3)	(0.3)	(0.4)	(0.3)	(0.2)	(0.4)	(0.7)	(0.3)	(0.2)	(0.5)
Orthopedically impaired	16	32	9	3	17	15	10	19	18	17	12	18	21	19	14
	(2.6)	(5.0)	(0.7)	(0.7)	(3.7)	(3.4)	(2.2)	(5.3)	(4.6)	(3.4)	(3.6)	(7.6)	(5.0)	(5.1)	(5.2)
Other health impaired	4	8	2	1	5	4	2	4	6	4	5	3	6	3	5
	(1.0)	(2.0)	(0.4)	(0.5)	(1.5)	(1.3)	(1.1)	(1.5)	(2.2)	(1.3)	(2.6)	(0.9)	(2.3)	(1.2)	(2.2)
Multiply impaired, deaf/blind	6	14	2	2	7	6	4	5	9	6	8	3	10	6	6
	(1.4)	(2.7)	(0.6)	(0.8)	(2.0)	(1.8)	(1.4)	(2.3)	(2.9)	(1.7)	(3.9)	(1.6)	(2.8)	(3.1)	(2.4)
Number of respondents	566	242	258	59	307	259	175	177	214	375	105	79	154	139	187
Percentage in schools with minority student enrollment of															
10% or less	28.7	15.9	27.0	54.0	30.7	26.0	36.4	25.9	25.2	31.1	30.5	14.8	34.0	26.6	25.2
	(3.0)	(3.0)	(3.9)	(11.1)	(4.4)	(4.1)	(5.4)	(4.8)	(5.2)	(3.8)	(7.3)	(6.2)	(5.9)	(5.2)	(5.6)
11% to 25%	16.9	7.5	24.8	19.6	21.2	11.1	11.7	16.8	20.7	17.2	14.5	19.3	20.8	14.4	16.3
	(2.5)	(2.2)	(3.8)	(8.8)	(3.9)	(2.9)	(3.6)	(4.1)	(4.8)	(3.1)	(5.6)	(6.8)	(5.0)	(4.1)	(4.8)
26% to 50%	24.0	17.9	41.8	3.0	21.0	28.0	19.7	24.7	26.4	20.4	22.2	41.6	23.2	27.5	20.7
	(2.9)	(3.2)	(4.4)	(3.8)	(3.8)	(4.2)	(4.5)	(4.7)	(5.2)	(3.3)	(6.6)	(8.6)	(5.2)	(5.2)	(5.3)
More than 50%	30.4	58.7	6.4	23.4	27.1	34.9	32.1	32.5	27.6	31.2	32.8	24.3	21.9	31.5	37.8
	(3.1)	(4.1)	(2.2)	(9.4)	(4.2)	(4.4)	(5.3)	(5.1)	(5.3)	(3.8)	(7.4)	(7.4)	(5.1)	(5.4)	(6.3)
Number of respondents	579	260	254	56	319	260	183	180	216	391	103	79	154	147	195

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	1057	1022	1474	942	1239	1445	1102	1028	1407
	(120)	(95.9)	(83.1)	(98.4)	(78.0)	(154)	(105)	(105)	(88.8)
Secondary special education students	109	119	115	124	103	171	127	108	114
	(12.1)	(11.1)	(5.9)	(10.5)	(5.6)	(17.0)	(11.5)	(10.9)	(6.7)
Number of respondents	100	125	229	90	329	82	129	141	217
Average secondary school enrollment of students categorized as:									
Learning disabled	46	50	59	40	52	60	52	47	55
	(6.0)	(5.4)	(3.5)	(5.3)	(3.2)	(8.2)	(5.3)	(5.0)	(4.3)
Emotionally disturbed	9	9	13	10	11	8	9	10	12
	(1.9)	(1.3)	(1.6)	(1.8)	(1.3)	(1.6)	(1.5)	(1.8)	(1.6)
Speech impaired	1	3	2	2	3	1	2	3	2
	(0.8)	(1.3)	(0.6)	(1.3)	(0.7)	(0.7)	(0.8)	(1.4)	(0.6)
Mentally retarded	4	5	8	8	8	3	5	6	6
	(1.8)	(1.9)	(1.8)	(3.1)	(1.7)	(1.2)	(1.6)	(2.7)	(1.6)
Deaf/hard of hearing	3	1	3	2	2	4	2	2	3
	(1.0)	(0.4)	(0.6)	(0.7)	(0.4)	(1.5)	(0.8)	(0.7)	(0.7)
Visually impaired	1	1	1	1	1	3	1	1	2
	(0.5)	(0.4)	(0.3)	(0.5)	(0.2)	(0.7)	(0.4)	(0.4)	(0.4)
Orthopedically impaired	18	23	10	25	10	38	23	18	13
	(7.8)	(6.2)	(1.8)	(7.0)	(2.4)	(10.5)	(6.7)	(7.0)	(2.7)
Other health impaired	4	7	3	4	2	17	7	4	3
	(2.4)	(2.8)	(0.7)	(2.1)	(0.6)	(5.3)	(2.9)	(2.4)	(1.0)
Multiply impaired, deaf/blind	8	10	3	12	3	20	10	5	6
	(4.3)	(3.5)	(0.9)	(5.0)	(0.9)	(5.3)	(3.5)	(2.4)	(2.4)
Number of respondents	99	123	224	88	323	80	126	137	213
Percentage in schools with minority student enrollment of:									
10% or less	35.1	23.5	28.6	15.4	38.1	1.5	29.5	32.2	22.9
	(8.0)	(5.4)	(4.1)	(4.9)	(4.6)	(2.0)	(6.1)	(6.9)	(4.2)
11% to 25%	13.9	15.6	23.0	7.1	23.0	1.9	6.8	25.0	18.4
	(5.8)	(4.6)	(3.8)	(3.5)	(4.0)	(2.3)	(3.4)	(6.4)	(3.9)
26% to 50%	13.6	25.7	31.9	25.4	27.3	23.2	21.9	16.8	31.8
	(5.8)	(5.6)	(4.3)	(5.9)	(4.2)	(7.0)	(5.5)	(5.5)	(4.7)
More than 50%	37.4	35.2	16.5	52.2	11.5	73.4	41.8	26.0	26.9
	(8.1)	(6.1)	(3.4)	(6.8)	(3.0)	(7.3)	(6.6)	(6.4)	(4.5)
Number of respondents	98	131	230	95	329	82	125	148	218

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Student Enrollment	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with low income student enrollment of:															
Less than 10%	18.6	9.1	35.2	6.4	17.5	20.1	18.5	21.1	16.9	19.1	19.5	15.0	20.6	18.9	22.4
	(2.6)	(2.4)	(4.2)	(5.4)	(3.6)	(3.7)	(4.4)	(4.4)	(4.4)	(3.2)	(6.1)	(6.1)	(5.0)	(4.6)	(5.4)
10% to 25%	33.1	21.7	30.6	56.2	38.0	26.5	33.0	28.0	37.0	32.3	34.1	31.8	27.8	23.3	37.2
	(3.1)	(3.4)	(4.0)	(10.9)	(4.6)	(4.0)	(5.3)	(4.9)	(5.7)	(3.9)	(7.2)	(8.0)	(5.5)	(4.9)	(6.2)
26% to 50%	29.0	36.4	31.1	13.1	26.6	32.1	30.8	32.5	25.0	30.5	22.9	32.9	39.2	36.7	20.8
	(3.0)	(4.0)	(4.1)	(7.4)	(4.2)	(4.3)	(5.2)	(5.1)	(5.1)	(3.8)	(6.4)	(8.1)	(6.0)	(5.6)	(5.2)
More than 50%	19.3	32.8	3.1	24.4	17.9	21.3	17.7	18.5	21.2	18.1	23.6	20.3	12.4	21.1	19.6
	(2.6)	(3.9)	(1.5)	(9.5)	(3.6)	(3.7)	(4.3)	(4.2)	(4.8)	(3.2)	(6.5)	(6.9)	(4.1)	(4.8)	(5.1)
Number of respondents	582	260	257	57	319	263	182	182	218	388	108	80	154	146	197
Of students in schools serving 12th grade, percentage in schools with student graduation rate of: *															
50% or less	12.5	26.2	3.5	0.0	12.5	12.5	11.4	11.7	13.6	14.5	9.3	8.9	16.0	14.2	13.3
	(2.5)	(3.9)	(1.9)	(0.0)	(3.6)	(3.5)	(4.4)	(3.9)	(4.5)	(3.4)	(4.8)	(5.5)	(5.6)	(4.4)	(4.9)
51% to 75%	18.9	16.8	14.7	30.2	20.1	17.1	17.3	20.2	18.7	20.3	17.5	16.0	16.6	17.0	14.9
	(3.0)	(3.3)	(3.6)	(11.7)	(4.3)	(4.0)	(5.3)	(4.8)	(5.1)	(3.9)	(6.3)	(7.1)	(5.7)	(4.8)	(5.1)
76% to 95%	61.7	51.6	71.9	65.2	61.2	62.3	61.6	60.4	52.6	57.2	67.7	69.8	64.0	62.2	62.3
	(3.7)	(4.5)	(4.6)	(12.1)	(5.2)	(5.1)	(6.8)	(5.9)	(6.3)	(4.8)	(7.7)	(8.9)	(7.4)	(6.2)	(7.0)
More than 95%	7.0	5.5	9.9	4.7	6.2	8.0	9.7	7.7	5.0	8.0	5.5	5.3	3.4	6.6	9.5
	(2.0)	(2.0)	(3.1)	(5.4)	(2.6)	(2.9)	(4.1)	(3.2)	(2.8)	(2.6)	(3.8)	(4.3)	(2.8)	(3.2)	(4.2)
Number of respondents	455	227	184	41	255	200	120	152	183	290	95	65	105	121	164
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of: *															
25% or less	28.0	41.6	18.8	14.7	28.8	26.9	31.1	26.6	27.4	29.5	27.7	23.9	27.4	39.9	18.4
	(3.4)	(4.5)	(3.9)	(9.8)	(4.9)	(4.7)	(6.2)	(5.2)	(5.9)	(4.4)	(7.7)	(8.1)	(6.8)	(6.3)	(5.5)
26% to 50%	29.9	26.5	19.0	59.1	31.7	27.5	24.5	28.7	33.9	30.0	28.0	35.1	26.1	32.1	30.4
	(3.5)	(4.0)	(3.9)	(13.6)	(5.0)	(4.7)	(5.8)	(5.4)	(6.3)	(4.4)	(7.7)	(9.1)	(6.7)	(6.0)	(6.6)
51% to 75%	28.6	25.6	33.7	26.2	27.2	30.6	31.9	28.4	27.0	27.1	28.5	30.4	28.5	15.6	36.3
	(3.4)	(4.0)	(4.7)	(12.2)	(4.8)	(4.9)	(6.3)	(5.4)	(5.9)	(4.3)	(7.7)	(8.8)	(6.9)	(4.6)	(6.9)
More than 75%	13.4	6.2	28.6	0.0	12.3	15.0	12.4	16.3	11.7	13.4	15.8	10.6	18.0	12.4	14.9
	(2.6)	(2.2)	(4.5)	(0.0)	(3.5)	(3.8)	(4.4)	(4.4)	(4.3)	(3.3)	(6.2)	(5.8)	(5.8)	(4.2)	(5.1)
Number of respondents	456	222	194	37	256	200	123	154	179	294	90	67	104	120	167

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 108: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	13.1	17.6	33.3	11.3	23.5	14.8	11.3	14.7	34.7
	(5.7)	(4.9)	(4.3)	(4.3)	(4.0)	(5.8)	(4.2)	(5.2)	(4.8)
10% to 25%	26.2	31.4	34.9	15.9	40.9	15.8	27.1	39.5	25.2
	(7.4)	(5.9)	(4.3)	(5.0)	(4.6)	(6.0)	(5.9)	(7.2)	(4.3)
26% to 50%	31.9	34.0	24.5	38.2	29.7	22.7	36.9	28.2	27.7
	(7.8)	(6.1)	(3.9)	(6.6)	(4.3)	(6.9)	(6.4)	(6.6)	(4.5)
More than 50%	28.8	17.0	7.2	34.6	5.9	46.7	24.7	17.6	12.5
	(7.6)	(4.8)	(2.4)	(6.5)	(2.2)	(8.2)	(5.7)	(5.6)	(3.3)
Number of respondents	99	130	230	94	331	82	127	148	218
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	14.6	19.1	7.7	17.9	6.2	37.4	23.3	11.6	8.6
	(6.8)	(5.6)	(2.8)	(6.0)	(2.7)	(8.3)	(6.2)	(5.6)	(3.3)
51% to 75%	16.6	12.3	19.5	18.8	14.8	14.7	17.3	16.6	15.4
	(7.2)	(4.7)	(4.1)	(6.1)	(4.0)	(6.1)	(5.5)	(6.5)	(4.2)
76% to 95%	63.2	63.0	62.7	60.4	71.1	40.4	54.3	64.4	67.7
	(9.3)	(6.9)	(5.0)	(7.7)	(5.1)	(8.4)	(7.3)	(8.4)	(5.5)
More than 95%	5.7	5.6	10.0	3.0	8.0	7.5	5.1	7.3	8.3
	(4.5)	(3.3)	(3.1)	(2.7)	(3.0)	(4.5)	(3.2)	(4.5)	(3.2)
Number of respondents	76	103	182	72	245	77	105	113	168
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	30.7	35.4	16.2	38.0	21.2	38.3	34.9	31.3	15.5
	(9.0)	(7.0)	(3.7)	(7.8)	(4.5)	(8.5)	(6.9)	(8.2)	(4.2)
26% to 50%	38.8	25.0	23.6	30.9	27.6	30.4	31.9	33.5	26.1
	(9.5)	(6.3)	(4.2)	(7.4)	(4.9)	(8.1)	(6.8)	(8.3)	(5.1)
51% to 75%	21.5	23.9	38.4	17.7	37.6	16.4	23.7	27.4	31.7
	(8.0)	(6.2)	(4.8)	(6.1)	(5.3)	(6.5)	(6.2)	(7.9)	(5.4)
More than 75%	8.9	15.7	21.8	13.4	13.6	15.0	9.5	7.8	26.7
	(5.5)	(5.3)	(4.1)	(5.4)	(3.8)	(6.3)	(4.3)	(4.7)	(5.1)
Number of respondents	76	100	183	69	251	74	104	112	169

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Staffing Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
For students in secondary schools, percentage in schools whose FTE special education staff included:															
Fewer than 5 professionals	14.5	11.1	5.4	37.6	18.7	9.0	14.4	10.6	17.7	16.5	13.2	7.0	20.8	7.7	14.3
	(2.3)	(2.6)	(2.0)	(10.4)	(3.7)	(2.7)	(4.0)	(3.4)	(4.5)	(3.1)	(5.2)	(4.4)	(5.0)	(3.1)	(4.5)
5 to 10 professionals	37.1	22.4	52.4	38.4	31.7	44.1	39.5	38.3	34.5	34.0	43.4	45.4	30.3	40.9	34.7
	(3.2)	(3.5)	(4.4)	(10.5)	(4.4)	(4.6)	(5.5)	(5.4)	(5.6)	(3.9)	(7.5)	(8.5)	(5.7)	(5.8)	(6.1)
11 to 25 professionals	34.3	39.6	38.7	14.6	34.3	34.3	37.3	35.6	31.1	34.9	29.6	35.9	27.5	37.5	37.8
	(3.2)	(4.0)	(4.3)	(7.6)	(4.5)	(4.4)	(5.4)	(5.3)	(5.5)	(3.9)	(7.0)	(8.2)	(5.5)	(5.7)	(6.2)
More than 25 professionals	14.1	26.9	3.6	9.4	15.3	12.6	8.8	15.5	16.7	14.6	13.8	11.7	21.4	13.9	13.2
	(2.3)	(3.7)	(1.6)	(6.3)	(3.4)	(3.1)	(3.2)	(4.0)	(4.4)	(2.9)	(5.2)	(5.5)	(5.1)	(4.1)	(4.3)
Number of respondents	587	263	259	57	321	266	183	186	218	392	109	80	153	146	202
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.3	9.4	12.9	12.3	11.4	11.2	10.4	11.6	11.7	11.4	11.1	10.9	11.2	11.3	10.8
	(0.5)	(0.6)	(0.6)	(1.9)	(0.8)	(0.7)	(0.9)	(0.8)	(0.9)	(0.7)	(1.2)	(1.0)	(1.0)	(1.0)	(0.8)
Number of respondents	572	250	259	56	312	260	179	179	214	381	106	79	152	140	194
Percentage in schools with:															
Case managers for special ed. students	84.0	77.7	93.9	75.6	82.4	86.1	78.6	89.2	83.1	81.6	85.9	93.8	81.9	89.7	82.3
	(2.6)	(3.8)	(2.1)	(10.0)	(3.8)	(3.3)	(5.0)	(3.6)	(4.6)	(3.5)	(5.5)	(3.8)	(5.0)	(3.8)	(5.3)
Staff responsible for finding jobs for special ed. students	69.5	74.8	73.8	54.5	67.7	71.8	54.6	75.5	74.3	69.1	63.5	80.9	60.2	69.7	76.7
	(3.2)	(3.9)	(3.9)	(11.0)	(4.7)	(4.4)	(6.0)	(5.0)	(5.4)	(4.1)	(7.6)	(7.0)	(6.3)	(5.8)	(5.8)
Number of respondents	524	221	248	51	283	241	153	169	202	343	100	75	144	128	172
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*															
10% or less	36.3	51.4	34.4	22.7	34.1	39.0	41.8	31.1	36.9	36.6	37.6	33.5	38.5	45.5	28.8
	(3.9)	(5.5)	(4.6)	(9.4)	(5.5)	(5.4)	(6.4)	(6.0)	(7.1)	(4.9)	(8.6)	(9.6)	(7.8)	(7.1)	(6.9)
11% to 25%	18.5	6.9	24.1	22.5	21.1	15.3	11.4	14.2	27.2	13.9	22.1	31.0	7.5	12.4	23.6
	(3.1)	(2.8)	(4.1)	(9.4)	(4.7)	(4.0)	(4.1)	(4.6)	(6.6)	(3.5)	(7.4)	(9.4)	(4.2)	(4.7)	(6.5)
26% to 50%	4.1	5.3	5.5	0.7	3.2	5.3	3.6	5.1	3.7	3.5	5.2	6.2	5.8	3.8	3.0
	(1.6)	(2.5)	(2.2)	(1.9)	(2.0)	(2.5)	(2.4)	(2.9)	(2.8)	(1.9)	(3.9)	(4.9)	(3.8)	(2.7)	(2.6)
More than 50%	41.0	36.4	36.0	54.0	41.6	40.3	43.2	49.6	32.2	46.1	35.0	29.4	48.1	38.3	44.5
	(4.0)	(5.3)	(4.6)	(11.2)	(5.7)	(5.4)	(6.5)	(6.5)	(6.9)	(5.1)	(8.5)	(9.3)	(8.0)	(6.9)	(7.6)
Number of respondents	421	155	214	52	226	195	135	138	148	273	83	59	98	104	150

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	13.5	16.9	13.3	8.3	17.4	6.5	11.8	19.8	12.0
	(5.6)	(4.8)	(3.1)	(3.8)	(3.6)	(4.0)	(4.3)	(5.9)	(3.3)
5 to 10 professionals	37.2	25.4	42.3	21.9	40.2	27.5	38.5	28.8	39.3
	(8.0)	(5.6)	(4.5)	(5.6)	(4.6)	(7.3)	(6.5)	(6.7)	(4.9)
11 to 25 professionals	33.2	37.1	35.3	47.6	35.0	24.2	26.7	37.7	37.9
	(7.8)	(6.2)	(4.4)	(6.8)	(4.5)	(7.0)	(5.9)	(7.1)	(4.9)
More than 25 professionals	16.2	20.6	9.1	22.1	7.4	41.8	23.0	13.7	10.8
	(6.1)	(5.2)	(2.6)	(5.7)	(2.5)	(8.1)	(5.6)	(5.1)	(3.1)
Number of respondents	101	130	233	94	334	83	128	148	220
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.3	9.9	12.7	8.7	12.1	9.4	11.0	10.7	11.5
	(1.3)	(0.9)	(0.7)	(0.9)	(0.8)	(0.9)	(1.1)	(1.1)	(0.7)
Number of respondents	101	123	227	88	326	82	128	140	214
Percentage in schools with:									
Case managers for special ed. students	82.6	75.6	92.9	87.9	87.9	63.5	77.6	82.5	91.6
	(6.6)	(5.9)	(2.5)	(4.9)	(3.2)	(7.9)	(5.9)	(6.1)	(2.8)
Staff responsible for finding jobs for special ed. students	72.3	61.9	72.3	59.2	69.1	88.4	61.1	73.4	72.8
	(7.7)	(6.6)	(4.4)	(7.3)	(4.5)	(5.9)	(6.8)	(7.1)	(4.8)
Number of respondents	90	115	208	78	311	66	115	126	197
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	29.6	45.3	34.5	49.0	34.4	25.4	42.2	37.4	29.2
	(9.4)	(8.0)	(5.1)	(9.4)	(5.1)	(10.3)	(7.9)	(9.2)	(5.5)
11% to 25%	20.4	5.3	19.9	2.7	19.0	25.8	5.1	18.3	22.4
	(8.3)	(3.6)	(4.2)	(3.0)	(4.2)	(10.3)	(3.5)	(7.4)	(5.1)
26% to 50%	1.8	5.8	5.3	7.4	3.6	3.3	2.2	3.7	6.0
	(2.7)	(3.8)	(2.4)	(4.9)	(2.0)	(4.2)	(2.3)	(3.6)	(2.9)
More than 50%	48.2	43.6	40.2	40.9	43.0	45.5	50.6	40.7	42.5
	(10.3)	(8.0)	(5.2)	(9.2)	(5.3)	(11.8)	(8.0)	(9.4)	(6.0)
Number of respondents	68	87	179	50	268	45	92	97	161

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

School Policies	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
MAINSTREAMING															
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	37.9	31.7	47.1	30.1	42.8	31.9	42.3	38.6	34.2	35.1	35.2	52.2	34.7	34.9	37.1
	(3.9)	(5.0)	(4.8)	(10.3)	(5.7)	(5.1)	(6.4)	(6.3)	(7.0)	(4.9)	(8.3)	(9.9)	(7.5)	(6.7)	(7.4)
Number of respondents	431	161	218	52	230	201	137	142	152	277	86	62	102	105	151
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*															
Special inservice training	48.3	39.0	60.8	38.8	46.8	50.0	50.3	57.2	39.2	48.5	49.0	43.5	53.9	42.6	53.7
	(4.0)	(5.3)	(4.7)	(11.0)	(5.7)	(5.5)	(6.5)	(6.4)	(7.2)	(5.1)	(8.7)	(9.9)	(7.9)	(7.0)	(7.6)
Consultation services	94.9	98.6	97.9	85.8	96.2	93.3	95.6	100	90.0	95.3	96.0	90.2	99.3	95.2	95.6
	(1.8)	(1.2)	(1.4)	(7.9)	(2.2)	(2.7)	(2.6)	(0.0)	(4.4)	(2.2)	(3.4)	(5.9)	(1.4)	(3.0)	(3.1)
Special materials	75.9	64.9	81.4	79.4	80.4	70.3	74.4	67.1	84.4	71.3	80.9	88.0	79.0	73.5	66.9
	(3.4)	(5.2)	(3.7)	(9.1)	(4.5)	(5.0)	(5.6)	(6.0)	(5.3)	(4.6)	(6.9)	(6.5)	(6.5)	(6.2)	(7.2)
Classroom aides	44.5	44.5	48.0	38.8	46.4	42.0	40.0	44.6	47.5	46.0	33.4	59.2	48.7	48.6	43.4
	(4.0)	(5.4)	(4.8)	(11.0)	(5.7)	(5.4)	(6.3)	(6.4)	(7.3)	(5.1)	(8.2)	(9.8)	(7.9)	(7.1)	(7.6)
Reduced class size	16.8	4.2	23.4	20.5	20.0	12.8	10.8	12.6	24.4	18.0	15.7	14.0	25.6	13.5	11.1
	(3.0)	(2.2)	(4.1)	(9.1)	(4.6)	(3.6)	(4.0)	(4.3)	(6.3)	(3.9)	(6.3)	(6.9)	(6.9)	(4.8)	(4.8)
None of these	0.2	0.8	0.0	0.0	0.4	0.0	0.9	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.7
	(0.4)	(1.0)	(0.0)	(0.0)	(0.8)	(0.0)	(1.2)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)
Number of respondents	432	162	218	52	230	202	138	142	152	278	86	62	102	105	152
GRADING															
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*															
On same standard as regular education students	67.3	59.8	84.3	45.4	68.1	66.4	68.3	67.9	66.2	62.5	68.4	86.5	68.4	68.8	62.3
	(4.0)	(5.8)	(3.5)	(12.6)	(5.8)	(5.5)	(6.4)	(6.4)	(7.4)	(5.3)	(8.6)	(7.2)	(8.0)	(6.8)	(8.2)
On different standard	32.1	38.7	15.4	54.6	31.6	32.8	31.0	31.4	33.5	36.8	31.1	13.5	30.5	31.2	36.7
	(4.0)	(5.8)	(3.5)	(12.6)	(5.7)	(5.4)	(6.4)	(6.3)	(7.4)	(5.3)	(8.5)	(7.2)	(7.9)	(6.8)	(8.1)
Did not grade mainstreamed students	0.6	1.5	0.3	0.0	0.3	0.8	0.7	0.8	0.3	0.7	0.5	0.0	1.1	0.0	0.9
	(0.6)	(1.4)	(0.5)	(0.0)	(0.7)	(1.0)	(1.1)	(1.2)	(0.9)	(0.9)	(1.4)	(0.0)	(1.8)	(0.0)	(1.6)
Number of respondents	383	136	209	38	201	182	123	126	134	246	77	55	88	99	128

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	32.5	36.0	39.1	27.3	41.1	29.6	38.8	35.1	34.1
	(9.7)	(7.6)	(5.1)	(8.3)	(5.2)	(11.0)	(7.9)	(9.1)	(5.6)
Number of respondents	67	89	184	51	273	44	91	98	167
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	29.8	55.6	63.6	37.9	55.7	42.6	38.9	43.9	66.0
	(9.5)	(7.9)	(5.0)	(9.0)	(5.2)	(11.9)	(7.9)	(9.4)	(5.6)
Consultation services	95.1	95.0	98.4	100	98.1	83.3	95.2	99.5	95.2
	(4.4)	(3.5)	(1.3)	(0.0)	(1.4)	(9.0)	(3.5)	(1.4)	(2.5)
Special materials	73.5	66.0	74.4	64.4	74.4	77.7	67.6	74.6	74.1
	(9.1)	(7.5)	(4.6)	(8.9)	(4.6)	(10.0)	(7.6)	(8.2)	(5.2)
Classroom aides	46.8	49.8	43.3	46.6	41.0	65.1	48.5	43.6	49.2
	(10.3)	(7.9)	(5.2)	(9.3)	(5.2)	(11.4)	(8.1)	(9.4)	(6.0)
Reduced class size	9.3	19.2	19.9	12.6	18.5	1.5	10.7	20.2	17.1
	(6.0)	(6.3)	(4.2)	(6.2)	(4.1)	(2.9)	(5.0)	(7.6)	(4.5)
None of these	0.0	0.0	0.8	0.0	0.0	2.5	0.5	0.5	0.0
	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(3.7)	(1.1)	(1.4)	(0.0)
Number of respondents	67	89	185	51	274	44	91	99	167
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	57.2	64.1	74.2	72.7	67.1	67.3	64.4	55.6	77.3
	(10.8)	(8.4)	(4.9)	(8.4)	(5.3)	(12.8)	(8.4)	(10.1)	(5.4)
On different standard	41.8	35.0	25.4	25.8	32.7	29.9	34.6	43.6	22.3
	(10.7)	(8.3)	(4.9)	(8.3)	(5.3)	(12.5)	(8.3)	(10.1)	(5.3)
Did not grade mainstreamed students	1.0	0.9	0.4	1.5	0.2	2.7	1.0	0.8	0.4
	(2.1)	(1.6)	(0.7)	(2.3)	(0.5)	(4.4)	(1.8)	(1.8)	(0.8)
Number of respondents	61	75	163	49	241	35	79	87	147

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Continued)

School Policies	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
GRADING (CONCLUDED)															
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*															
On same standard as regular classes	14.4	16.0	15.8	10.7	15.0	13.7	15.0	16.3	12.5	14.1	17.3	10.9	9.5	15.5	16.3
	(3.0)	(4.2)	(3.7)	(7.5)	(4.4)	(4.0)	(4.7)	(5.2)	(5.3)	(3.8)	(7.1)	(6.7)	(5.3)	(5.5)	(6.0)
On standard different from regular classes	84.4	84.0	83.9	85.7	83.2	86.0	85.0	80.6	87.2	85.9	77.8	89.1	90.5	84.5	83.4
	(3.1)	(4.2)	(3.7)	(8.6)	(4.7)	(4.1)	(4.7)	(5.6)	(5.4)	(3.8)	(7.9)	(6.7)	(5.3)	(5.5)	(6.1)
Did not give grades for special education classes	1.1	0.0	0.3	3.6	1.8	0.3	0.0	3.1	0.3	0.0	5.0	0.0	0.0	0.0	0.4
	(0.9)	(0.0)	(0.5)	(4.6)	(1.7)	(0.6)	(0.0)	(2.4)	(0.9)	(0.0)	(4.1)	(0.0)	(0.0)	(0.0)	(1.0)
Number of respondents	383	146	196	41	201	182	131	123	129	247	76	55	84	93	138
PRIMARY SCHOOL FUNCTION															
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**															
Academic skills	55.3	48.3	67.4	47.9	59.9	49.3	61.6	49.5	55.6	54.8	50.7	63.5	56.1	62.3	54.2
	(4.0)	(5.1)	(4.8)	(11.2)	(5.6)	(5.6)	(6.5)	(6.6)	(7.2)	(5.1)	(8.9)	(10.3)	(7.8)	(7.1)	(7.6)
Independent living skills	38.9	41.9	29.8	47.6	32.4	47.4	33.6	45.0	37.8	38.9	45.1	31.2	34.5	33.5	43.5
	(4.0)	(5.0)	(4.7)	(11.2)	(5.4)	(5.6)	(6.3)	(6.5)	(7.0)	(5.0)	(8.9)	(9.9)	(7.5)	(6.9)	(7.6)
Skills for employment	5.7	9.9	2.9	4.5	7.7	3.2	4.8	5.5	6.6	6.2	4.2	5.3	9.4	4.2	2.3
	(1.9)	(3.0)	(1.7)	(4.6)	(3.1)	(2.0)	(2.9)	(3.0)	(3.6)	(2.5)	(3.6)	(4.8)	(4.6)	(2.9)	(2.3)
Number of respondents	418	178	186	53	229	189	128	134	156	274	82	56	102	99	150
SUSPENSION/EXPULSION															
Percentage in schools in which special education students:															
Could not be suspended or expelled	24.5	26.2	23.7	23.4	23.6	25.6	30.1	27.6	18.4	25.2	18.8	31.0	28.3	23.3	24.4
	(3.0)	(4.0)	(3.8)	(9.5)	(4.2)	(4.3)	(5.5)	(5.1)	(4.8)	(3.8)	(6.1)	(8.2)	(5.7)	(5.3)	(5.9)
Could only be suspended	25.8	25.4	25.6	27.0	24.6	27.3	28.6	25.1	24.6	24.9	33.5	17.7	30.3	26.3	19.9
	(3.1)	(3.9)	(3.9)	(9.9)	(4.3)	(4.3)	(5.4)	(5.0)	(5.3)	(3.8)	(7.4)	(6.8)	(5.8)	(5.5)	(5.5)
Could only be expelled	21.1	17.9	21.5	25.9	25.5	15.6	16.0	18.6	26.3	20.9	20.9	20.7	19.5	19.5	21.9
	(2.9)	(3.5)	(3.6)	(9.8)	(4.3)	(3.5)	(4.4)	(4.5)	(5.4)	(3.6)	(6.3)	(7.2)	(5.0)	(5.0)	(5.7)
Could be both suspended and expelled	28.6	30.5	29.3	23.7	26.3	31.5	25.4	28.7	30.7	29.0	26.8	30.6	21.9	30.9	33.9
	(3.2)	(4.2)	(4.0)	(9.5)	(4.4)	(4.5)	(5.2)	(5.2)	(5.7)	(4.0)	(6.9)	(8.2)	(5.3)	(5.8)	(6.5)
Number of respondents	533	224	251	54	288	245	157	173	203	347	104	76	147	129	176

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	13.6	13.7	15.1	16.6	13.4	20.9	18.0	9.5	15.0
	(7.9)	(6.1)	(3.9)	(7.4)	(3.8)	(12.4)	(7.0)	(5.9)	(4.6)
On standard different from regular classes	86.4	86.3	84.5	83.4	86.4	79.1	82.0	90.5	84.6
	(7.9)	(6.1)	(4.0)	(7.4)	(3.9)	(12.4)	(7.0)	(5.9)	(4.7)
Did not give grades for special education classes	0.0	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.4
	(0.0)	(0.0)	(0.7)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.8)
Number of respondents	55	74	168	45	249	30	75	91	146
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	57.1	58.6	56.3	49.7	63.8	39.4	61.6	58.8	50.0
	(10.6)	(7.6)	(5.4)	(8.8)	(5.3)	(10.8)	(8.1)	(9.0)	(6.1)
Independent living skills	39.8	37.2	36.2	46.9	32.2	50.2	33.2	37.7	44.3
	(10.5)	(7.4)	(5.3)	(8.8)	(5.1)	(11.0)	(7.8)	(8.8)	(6.0)
Skills for employment	3.1	4.1	7.5	3.4	4.0	10.4	5.2	3.5	5.7
	(3.7)	(3.1)	(2.9)	(3.2)	(2.2)	(6.7)	(3.7)	(3.3)	(2.8)
Number of respondents	64	91	169	57	253	51	87	104	154
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	28.6	20.4	27.5	17.2	25.1	33.0	26.3	20.4	29.8
	(7.9)	(5.5)	(4.3)	(5.6)	(4.2)	(8.6)	(6.2)	(6.4)	(4.8)
Could only be suspended	23.1	30.2	23.4	28.8	26.7	19.7	31.8	20.9	21.8
	(7.3)	(6.2)	(4.1)	(6.8)	(4.3)	(7.3)	(6.6)	(6.5)	(4.4)
Could only be expelled	15.7	22.6	22.1	17.9	21.9	18.0	17.4	26.4	17.3
	(6.3)	(5.7)	(4.0)	(5.7)	(4.0)	(7.0)	(5.3)	(7.0)	(4.0)
Could be both suspended and expelled	32.5	26.8	27.0	36.2	26.3	29.3	24.5	32.3	31.1
	(8.2)	(6.0)	(4.3)	(7.2)	(4.2)	(8.3)	(6.0)	(7.5)	(4.9)
Number of respondents	92	117	212	78	317	68	116	128	202

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

School Policies	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
SUSPENSION/EXPULSION (CONCLUDED)															
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	88.9	84.3	88.0	99.0	91.6	85.5	86.4	88.5	90.6	86.2	90.3	99.0	90.1	87.7	84.1
	(2.3)	(3.3)	(2.9)	(2.2)	(2.8)	(3.5)	(4.2)	(3.7)	(3.6)	(3.1)	(4.7)	(1.8)	(3.9)	(4.1)	(5.2)
Number of respondents	512	217	241	52	273	239	147	165	200	334	101	71	139	128	167
GRADUATION															
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*															
Special ed. students meet same standards as regular students	88.8	72.6	99.0	90.6	89.7	87.7	82.5	87.8	93.2	88.2	85.2	97.4	89.5	84.8	91.0
	(2.7)	(5.1)	(1.0)	(6.9)	(3.7)	(3.8)	(5.7)	(4.3)	(3.7)	(3.5)	(6.2)	(3.3)	(5.0)	(5.2)	(4.7)
Students pass a minimum competency test	11.2	27.4	1.0	9.4	10.3	12.3	17.5	12.2	6.8	11.8	14.8	2.6	10.5	15.2	9.0
	(2.7)	(5.1)	(1.0)	(6.9)	(3.7)	(3.8)	(5.7)	(4.3)	(3.7)	(3.5)	(6.2)	(3.3)	(5.0)	(5.2)	(4.7)
Number of respondents	392	145	199	48	212	180	104	136	152	242	85	60	95	95	136
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**															
Exempt from such tests	0.3	0.9	0.0	0.0	0.0	0.8	0.0	0.0	0.7	0.0	1.3	0.0	0.0	0.0	1.0
	(0.5)	(1.1)	(0.0)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(1.2)	(0.0)	(2.2)	(0.0)	(0.0)	(0.0)	(1.4)
Held to same testing procedures/ standards as other students	57.6	61.6	65.3	29.5	60.3	54.0	53.9	58.3	58.9	57.8	55.4	56.5	63.6	62.9	55.6
	(4.3)	(5.4)	(5.2)	(14.7)	(5.6)	(6.5)	(8.8)	(6.6)	(6.9)	(5.2)	(9.5)	(11.9)	(8.2)	(7.9)	(6.8)
Given extra help in taking the test	46.9	46.5	48.6	44.2	44.4	50.2	45.0	46.4	48.1	54.5	43.6	27.5	60.0	50.0	41.3
	(4.3)	(5.6)	(5.5)	(16.0)	(5.7)	(6.5)	(8.8)	(6.7)	(7.0)	(5.2)	(9.5)	(10.7)	(8.3)	(8.2)	(6.8)
Given a modified test	21.9	22.1	19.9	26.9	26.0	16.6	25.7	20.4	21.3	26.7	11.3	23.9	30.4	25.2	18.4
	(3.6)	(4.6)	(4.4)	(14.3)	(5.0)	(4.9)	(7.8)	(5.4)	(5.7)	(4.6)	(6.1)	(10.2)	(7.8)	(7.1)	(5.3)
Allowed to meet different standards	13.5	11.8	20.0	1.2	15.5	10.7	22.5	13.0	9.6	14.0	12.5	14.4	14.4	16.7	17.5
	(2.9)	(3.6)	(4.4)	(3.5)	(4.1)	(4.0)	(7.4)	(4.5)	(4.1)	(3.6)	(6.3)	(8.4)	(6.0)	(6.1)	(5.2)
Number of respondents	312	141	150	20	176	136	75	108	129	193	68	46	77	75	118

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

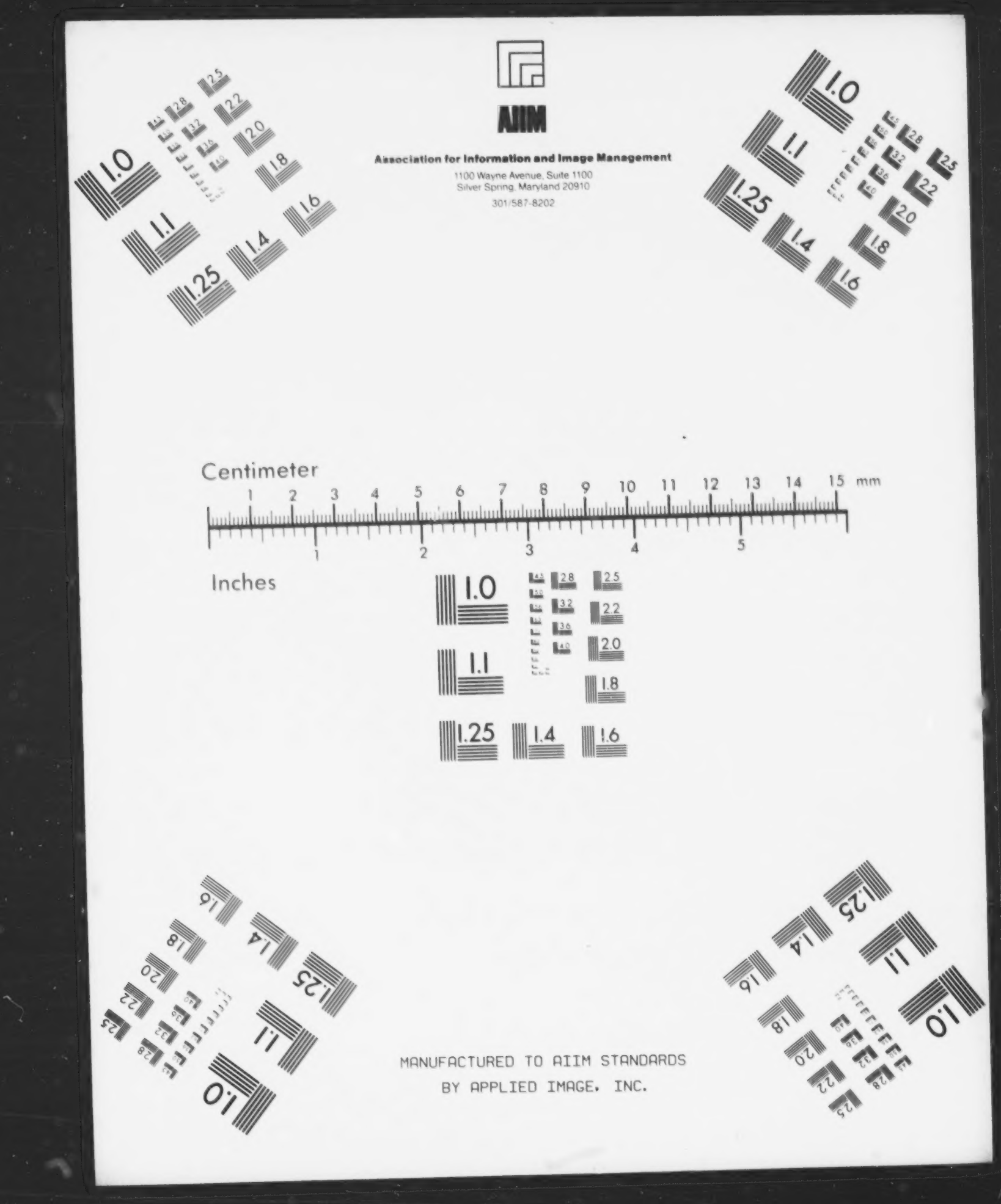
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Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	85.1	84.7	89.6	80.8	89.0	90.4	91.7	86.0	83.7
	(6.2)	(5.0)	(3.0)	(6.1)	(3.1)	(5.4)	(3.9)	(5.8)	(4.0)
Number of respondents	91	113	204	73	303	68	114	120	197
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	88.7	80.4	94.1	79.5	91.8	85.2	87.0	85.3	94.6
	(6.9)	(6.7)	(2.6)	(8.1)	(3.1)	(8.8)	(5.8)	(7.1)	(2.8)
Students pass a minimum competency test	11.3	19.6	5.9	20.5	8.2	14.8	13.0	14.7	5.4
	(6.9)	(6.7)	(2.6)	(8.1)	(3.1)	(8.8)	(5.8)	(7.1)	(2.8)
Number of respondents	60	76	174	44	247	41	81	89	154
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	0.0	1.5	0.0	2.6	0.0	0.0	0.0	1.7	0.0
	(0.0)	(2.0)	(0.0)	(3.2)	(0.0)	(0.0)	(0.0)	(2.3)	(0.0)
Held to same testing procedures/ standards as other students	53.4	67.1	57.3	62.4	64.3	62.9	59.2	71.2	53.7
	(10.3)	(7.9)	(5.9)	(9.8)	(5.3)	(9.7)	(8.0)	(8.2)	(6.7)
Given extra help in taking the test	52.7	52.9	46.3	40.8	40.3	69.2	60.5	37.4	50.6
	(10.3)	(8.4)	(5.9)	(9.9)	(5.4)	(9.3)	(7.9)	(8.8)	(6.7)
Given a modified test	25.3	19.2	23.9	27.2	21.6	18.1	24.8	20.0	25.5
	(9.0)	(6.7)	(5.1)	(9.0)	(4.6)	(7.8)	(7.0)	(7.2)	(5.9)
Allowed to meet different standards	11.8	14.9	21.6	1.9	15.9	15.0	10.7	12.7	23.2
	(6.7)	(6.0)	(4.9)	(2.8)	(4.0)	(7.2)	(5.0)	(6.0)	(5.7)
Number of respondents	50	68	133	42	177	57	76	66	125

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	77.7	71.0	85.6	76.0	75.8	80.2	71.3	73.3	85.3	75.3	78.2	90.1	73.1	75.3	83.7
	(3.2)	(4.4)	(3.4)	(9.8)	(4.6)	(4.2)	(5.8)	(5.5)	(4.7)	(4.1)	(6.9)	(5.8)	(6.4)	(5.7)	(5.4)
Number of respondents	467	196	217	52	254	213	138	151	178	305	91	65	113	118	161
Percentage in schools with at least monthly contact with:															
State vocational rehabilitation agency (VR)	34.8	24.0	50.6	23.9	35.7	33.6	24.5	37.5	38.8	35.3	27.9	40.7	37.8	32.1	34.8
	(3.4)	(4.0)	(4.5)	(9.4)	(4.9)	(4.7)	(5.3)	(5.7)	(6.0)	(4.3)	(7.1)	(8.8)	(6.4)	(5.9)	(6.7)
State developmental disabilities agency	19.2	25.2	16.3	12.4	18.4	20.2	17.7	23.8	16.7	19.7	17.2	22.0	18.8	26.3	16.6
	(3.1)	(4.2)	(3.8)	(8.9)	(4.3)	(4.4)	(5.1)	(5.4)	(5.1)	(4.0)	(6.3)	(8.2)	(5.2)	(6.1)	(6.0)
Vocational schools	29.2	31.7	27.0	28.5	30.0	28.2	30.6	39.0	21.0	33.0	24.8	21.7	40.4	37.2	23.2
	(3.5)	(4.5)	(4.4)	(11.2)	(5.1)	(4.8)	(5.7)	(6.3)	(5.5)	(4.6)	(7.4)	(7.9)	(6.8)	(6.7)	(6.4)
Colleges	7.8	6.1	11.7	3.7	7.8	7.8	10.8	6.0	7.4	7.2	11.5	5.6	9.1	8.9	7.3
	(2.1)	(2.4)	(3.0)	(4.6)	(3.0)	(2.8)	(4.1)	(2.9)	(3.5)	(2.6)	(5.2)	(3.9)	(3.8)	(4.0)	(3.9)
Mental health agencies	21.3	20.4	24.1	18.1	20.1	22.9	15.3	18.5	27.2	20.2	24.3	24.1	28.6	20.3	17.1
	(3.0)	(3.9)	(3.9)	(8.5)	(4.2)	(4.3)	(4.5)	(4.7)	(5.7)	(3.7)	(7.0)	(8.1)	(5.9)	(5.3)	(5.5)
Social service agencies	28.2	25.0	40.6	15.3	26.0	30.9	22.6	25.0	34.1	26.0	26.3	46.6	37.6	29.3	22.9
	(3.5)	(4.1)	(4.9)	(8.4)	(4.8)	(4.9)	(5.2)	(5.5)	(6.4)	(4.2)	(7.7)	(9.8)	(6.8)	(6.1)	(6.4)
Number of respondents	424	183	186	42	229	195	119	135	170	273	81	64	117	103	137

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	75.8	80.4	79.6	66.0	79.1	92.8	79.2	72.4	84.5
	(8.3)	(5.6)	(4.2)	(7.6)	(4.2)	(5.3)	(6.1)	(7.7)	(4.2)
Number of respondents	76	102	187	68	277	57	101	113	175
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	31.3	26.9	45.9	31.6	39.5	25.7	22.9	36.0	44.6
	(8.2)	(6.2)	(5.0)	(7.0)	(4.8)	(8.4)	(6.1)	(7.8)	(5.4)
State developmental disabilities agency	20.3	25.4	17.2	31.4	17.2	18.1	22.0	19.9	17.4
	(7.8)	(6.6)	(4.2)	(7.5)	(4.1)	(7.8)	(6.2)	(7.3)	(4.7)
Vocational schools	28.4	37.0	31.7	32.8	31.9	22.0	32.9	33.7	29.5
	(8.8)	(7.3)	(4.8)	(7.7)	(5.0)	(8.6)	(7.1)	(8.2)	(5.5)
Colleges	10.1	5.7	10.9	5.8	8.3	9.5	10.7	5.3	9.7
	(5.8)	(3.4)	(3.3)	(3.8)	(2.9)	(5.0)	(4.6)	(4.0)	(3.2)
Mental health agencies	20.3	17.1	26.0	24.4	16.9	37.1	20.9	13.2	30.9
	(7.3)	(5.3)	(4.5)	(6.7)	(3.8)	(9.4)	(6.0)	(5.6)	(5.2)
Social service agencies	25.5	26.6	34.9	30.0	27.1	32.0	23.4	23.8	40.7
	(8.3)	(6.5)	(5.1)	(7.3)	(4.6)	(9.7)	(6.4)	(7.2)	(5.9)
Number of respondents	76	95	158	65	247	56	89	106	155

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*															
Referrals of special education students to VR	84.8 (2.7)	94.0 (2.3)	86.6 (3.1)	68.4 (11.2)	85.6 (3.7)	83.8 (3.9)	79.7 (5.6)	81.4 (4.7)	90.3 (3.7)	82.7 (3.6)	88.4 (5.3)	88.0 (5.9)	82.4 (5.2)	92.9 (3.4)	83.5 (5.5)
VR staff involvement in writing IEPs	25.0 (3.3)	27.7 (4.3)	31.0 (4.3)	11.3 (7.6)	23.6 (4.5)	26.9 (4.6)	25.8 (6.1)	27.1 (5.3)	23.0 (5.3)	27.2 (4.3)	22.4 (6.8)	21.1 (7.4)	25.5 (6.0)	28.9 (5.9)	24.7 (6.4)
VR staff being assigned to ongoing work in the school	41.3 (3.7)	52.8 (4.7)	42.0 (4.6)	22.6 (10.0)	40.6 (5.2)	42.3 (5.2)	44.2 (6.9)	43.9 (6.0)	37.8 (6.1)	45.1 (4.8)	33.4 (7.7)	38.5 (8.8)	48.3 (6.9)	55.1 (6.5)	31.6 (6.9)
VR and school staff collaboration in developing programs	47.4 (3.8)	43.6 (4.7)	65.0 (4.4)	22.1 (10.0)	47.8 (5.3)	46.7 (5.2)	45.6 (7.0)	49.9 (6.0)	46.3 (6.3)	48.4 (4.8)	36.3 (7.9)	57.0 (9.0)	40.6 (6.7)	52.6 (6.5)	49.8 (7.5)
No VR contact or no action taken	6.5 (1.9)	1.1 (1.0)	1.8 (1.2)	22.1 (10.0)	5.7 (2.5)	7.5 (2.8)	6.3 (3.4)	10.9 (3.8)	3.2 (2.2)	7.1 (2.5)	8.7 (4.6)	0.6 (1.4)	6.4 (3.4)	0.9 (1.2)	9.0 (4.3)
Number of respondents	475	203	225	43	261	214	120	159	196	300	96	74	129	114	156
Percentage in schools that usually or always:															
When students changed schools															
Transferred IEPs	14.1 (2.5)	19.2 (3.6)	14.0 (3.1)	5.8 (5.2)	11.7 (3.2)	17.1 (3.7)	16.9 (4.5)	12.1 (3.8)	13.9 (4.3)	17.5 (3.4)	10.4 (4.8)	4.1 (3.5)	10.6 (4.0)	16.2 (4.7)	21.9 (5.7)
Transferred files	14.5 (2.5)	19.2 (3.6)	14.7 (3.2)	6.3 (5.3)	12.6 (3.3)	16.9 (3.7)	17.7 (4.6)	12.6 (3.8)	13.9 (4.3)	18.0 (3.4)	10.4 (4.8)	4.1 (3.5)	12.5 (4.3)	15.8 (4.6)	21.9 (5.7)
Discussed student needs with other schools' staff	9.1 (2.0)	11.0 (2.8)	12.0 (2.9)	0.5 (1.5)	6.3 (2.4)	12.6 (3.3)	12.6 (4.0)	9.0 (3.3)	7.0 (3.1)	11.2 (2.8)	7.4 (4.1)	2.1 (2.5)	9.6 (3.8)	10.6 (3.9)	11.2 (4.4)
When students became clients of service agencies:															
Sent files to agencies	13.3 (2.5)	16.6 (3.4)	14.3 (3.3)	2.4 (3.8)	10.6 (3.2)	17.0 (3.6)	14.9 (4.3)	14.0 (4.1)	11.7 (4.1)	15.7 (3.3)	11.4 (5.2)	4.7 (3.4)	10.9 (4.2)	17.1 (4.9)	18.1 (5.4)
Discussed student needs with agency staff	10.5 (2.2)	11.3 (2.9)	13.8 (3.3)	1.0 (2.4)	7.9 (2.8)	13.9 (3.5)	12.5 (4.1)	10.5 (3.7)	9.2 (3.7)	12.5 (3.1)	8.4 (4.6)	4.3 (3.8)	10.5 (4.1)	14.6 (4.6)	12.0 (4.7)
Number of respondents	493	215	225	47	271	222	148	154	191	321	94	72	135	119	164

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	86.6	86.2	86.8	86.2	82.9	96.6	83.6	84.9	88.2
	(6.2)	(5.1)	(3.5)	(5.5)	(4.0)	(3.5)	(5.5)	(6.2)	(3.7)
VR staff involvement in writing IEPs	24.5	17.9	33.2	28.8	27.5	13.7	21.7	24.7	32.4
	(7.9)	(5.7)	(4.9)	(7.2)	(4.7)	(6.6)	(6.2)	(7.5)	(5.3)
VR staff being assigned to ongoing work in the school	36.0	46.5	47.9	56.9	41.4	27.8	37.7	46.5	44.8
	(8.8)	(7.4)	(5.2)	(7.8)	(5.2)	(8.6)	(7.2)	(8.7)	(5.7)
VR and school staff collaboration in developing programs	41.2	41.5	57.9	47.6	54.7	25.1	32.8	54.3	53.2
	(9.0)	(7.3)	(5.1)	(7.9)	(5.2)	(8.3)	(7.0)	(8.7)	(5.7)
No VR contact or no action taken	8.4	4.8	5.2	1.6	8.2	0.0	8.3	5.7	4.3
	(5.1)	(3.2)	(2.3)	(2.0)	(2.9)	(0.0)	(4.1)	(4.0)	(2.3)
Number of respondents	84	96	190	70	273	63	103	112	178
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	21.3	17.0	13.1	22.3	15.9	10.7	11.6	20.6	18.4
	(7.1)	(5.1)	(3.3)	(6.2)	(3.6)	(5.7)	(4.5)	(6.5)	(4.2)
Transferred files	20.6	18.6	13.8	22.3	15.9	10.7	11.6	19.8	20.3
	(7.0)	(5.3)	(3.4)	(6.2)	(3.5)	(5.7)	(4.5)	(6.4)	(4.3)
Discussed student needs with other schools' staff	9.0	14.0	10.6	11.6	10.3	6.0	4.9	9.9	16.6
	(5.0)	(4.8)	(3.0)	(4.8)	(2.9)	(4.4)	(3.0)	(4.8)	(4.0)
When students became clients of service agencies:									
Sent files to agencies	17.8	17.7	12.6	22.0	13.4	11.6	10.8	15.7	20.4
	(6.9)	(5.5)	(3.3)	(6.4)	(3.4)	(5.6)	(4.5)	(5.9)	(4.2)
Discussed student needs with agency staff	13.1	14.8	10.4	15.5	11.2	8.2	7.7	10.5	18.4
	(6.1)	(5.1)	(3.0)	(5.7)	(3.2)	(5.5)	(3.9)	(5.1)	(4.3)
Number of respondents	86	105	196	71	294	59	108	121	180

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Programming Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools with 12th grade, percentage in schools that usually or always:*															
Focused IEPs for seniors on the period after secondary school	6.4	8.3	7.0	0.5	5.0	8.2	6.8	10.8	2.8	8.3	4.2	2.1	6.8	9.2	7.4
	(1.9)	(2.6)	(2.4)	(1.8)	(2.4)	(3.0)	(3.6)	(3.8)	(2.1)	(2.7)	(3.4)	(2.6)	(3.7)	(3.8)	(4.0)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	5.8	9.0	5.0	0.0	4.2	7.8	5.3	5.6	6.2	6.7	6.4	1.0	5.0	10.6	5.9
	(1.7)	(2.7)	(2.0)	(0.0)	(2.1)	(2.8)	(3.1)	(2.8)	(3.0)	(2.4)	(4.0)	(1.8)	(3.0)	(4.0)	(3.5)
Number of respondents	455	202	211	39	250	205	114	152	189	284	93	73	115	114	151
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	22.3	29.3	20.0	13.9	22.2	22.3	25.9	18.7	23.3	21.1	20.5	32.2	26.3	31.1	12.0
	(3.1)	(4.4)	(3.7)	(8.3)	(4.4)	(4.2)	(6.1)	(4.6)	(5.2)	(3.9)	(6.4)	(7.5)	(5.9)	(6.0)	(4.7)
Number of respondents	475	201	223	48	262	213	116	163	196	301	98	71	131	116	158
Average number of years school transition programs operated	6.6	6.9	7.4	---	6.5	6.8	7.6	6.5	6.2	7.4	5.1	6.2	5.5	6.9	7.9
	(0.5)	(0.8)	(0.7)		(0.7)	(0.7)	(1.2)	(0.8)	(0.7)	(0.7)	(0.9)	(1.1)	(0.9)	(0.8)	(1.1)
Number of respondents	105	49	41	13	57	48	24	31	50	63	20	21	32	31	23

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	9.2	13.2	2.5	12.8	5.9	5.7	5.3	7.3	10.7
	(5.4)	(5.1)	(1.6)	(5.4)	(2.6)	(4.4)	(3.4)	(4.7)	(3.7)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	8.2	8.7	5.1	11.8	5.0	7.7	6.1	6.9	8.2
	(5.0)	(4.1)	(2.3)	(5.0)	(2.3)	(5.1)	(3.5)	(4.5)	(3.1)
Number of respondents	81	92	182	66	257	64	100	107	168
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	20.0	27.0	22.2	34.0	23.4	6.3	19.9	25.6	20.1
	(7.3)	(6.3)	(4.3)	(7.6)	(4.4)	(4.0)	(5.8)	(7.5)	(4.3)
Number of respondents	83	102	191	68	279	65	107	114	178
Average number of years school transition programs operated	6.7	6.2	6.9	6.4	6.9	---	5.4	8.2	5.9
	(1.0)	(1.0)	(0.9)	(1.1)	(0.6)		(1.2)	(0.9)	(0.8)
Number of respondents	18	26	40	18	66	5	20	30	34

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Educational Placements	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in:															
Grades 7 or 8	12.5	11.6	10.8	15.1	15.3	8.7	35.8	9.3	0.3	15.8	5.8	3.3	11.5	14.0	10.3
	(2.3)	(2.8)	(2.8)	(8.3)	(3.5)	(2.7)	(5.6)	(3.3)	(0.7)	(3.2)	(3.7)	(3.0)	(4.1)	(4.4)	(4.3)
Grades 9 or 10	28.7	35.0	26.3	21.1	28.0	29.5	47.2	39.1	8.6	37.1	15.8	11.5	28.7	26.2	33.8
	(3.1)	(4.2)	(4.0)	(9.4)	(4.3)	(4.4)	(5.8)	(5.5)	(3.4)	(4.2)	(5.7)	(5.4)	(5.8)	(5.5)	(6.7)
Grades 11 or 12	42.7	39.1	50.8	39.8	40.1	46.2	1.6	39.8	71.0	27.9	67.7	74.5	31.1	45.0	49.5
	(3.4)	(4.3)	(4.5)	(11.3)	(4.7)	(4.8)	(1.5)	(5.5)	(5.5)	(3.9)	(7.3)	(7.4)	(5.9)	(6.2)	(7.0)
Ungraded programs	16.1	14.3	12.1	24.1	16.6	15.5	15.4	11.8	20.1	19.3	10.7	10.8	28.6	14.8	6.3
	(2.5)	(3.1)	(3.0)	(9.9)	(3.6)	(3.5)	(4.2)	(3.7)	(4.9)	(3.4)	(4.9)	(5.3)	(5.8)	(4.5)	(3.4)
Number of respondents	548	234	242	50	301	247	163	178	207	355	103	81	148	129	170
Percentage in:															
Special schools for youth with disabilities	15.4	26.4	10.2	2.8	15.9	14.8	10.5	13.1	20.5	16.6	13.2	14.3	25.5	18.9	11.2
	(2.4)	(3.8)	(2.7)	(3.7)	(3.5)	(3.4)	(3.5)	(3.7)	(4.7)	(3.2)	(5.2)	(5.7)	(5.4)	(4.8)	(4.3)
Regular schools but in no regular education classes	19.9	19.3	17.5	25.6	16.1	24.7	19.1	18.4	21.6	14.8	24.9	33.9	21.0	19.2	17.0
	(2.7)	(3.4)	(3.4)	(9.8)	(3.5)	(4.1)	(4.5)	(4.3)	(4.8)	(3.0)	(6.6)	(7.8)	(5.1)	(4.8)	(5.1)
Regular education classes for nonacademics* only	18.8	12.2	17.2	34.7	20.5	16.7	13.8	18.1	22.5	20.5	13.7	19.1	11.6	17.7	23.8
	(2.6)	(2.8)	(3.4)	(10.7)	(3.8)	(3.5)	(4.0)	(4.3)	(4.9)	(3.4)	(5.3)	(6.4)	(4.0)	(4.7)	(5.8)
Regular education classes for some academics*	35.3	29.1	42.9	33.0	36.5	33.9	37.4	39.9	30.3	36.7	37.7	25.9	33.0	34.7	32.1
	(3.2)	(3.9)	(4.4)	(10.5)	(4.6)	(4.5)	(5.6)	(5.4)	(5.4)	(4.1)	(7.4)	(7.2)	(5.8)	(5.9)	(6.3)
All regular education classes	10.5	13.1	12.1	3.9	11.0	10.0	19.3	10.6	5.1	11.4	10.5	6.8	8.9	9.6	16.0
	(2.1)	(2.9)	(2.9)	(4.4)	(3.0)	(2.8)	(4.5)	(3.4)	(2.6)	(2.7)	(4.7)	(4.1)	(3.5)	(3.6)	(5.0)
Number of respondents	574	250	247	52	313	261	167	188	219	371	107	86	154	134	181
Average percentage of class time in regular education classes:															
As a whole	41.6	39.8	47.5	35.8	42.8	39.9	50.5	47.3	31.5	42.2	43.3	32.0	32.5	40.1	48.7
	(2.8)	(3.8)	(3.7)	(8.4)	(3.9)	(4.0)	(5.1)	(4.4)	(4.5)	(3.5)	(6.6)	(6.9)	(5.0)	(5.1)	(6.0)
In grades 7 or 8	51.6	36.8	57.7	---	50.3	55.4	55.6	---	---	49.7	---	---	---	49.8	54.3
	(8.6)	(10.9)	(9.5)		(10.7)	(14.3)	(8.3)			(9.0)				(15.2)	(17.0)
In grades 9 or 10	48.5	50.9	54.4	---	51.3	45.0	56.8	47.8	---	51.2	---	---	40.3	39.9	66.5
	(5.0)	(6.1)	(6.9)		(7.3)	(6.7)	(7.1)	(6.4)		(5.6)			(8.8)	(9.9)	(8.5)
In grades 11 or 12	46.6	45.1	53.1	33.4	47.1	46.1	---	62.2	39.7	48.3	51.2	33.5	42.5	48.2	41.2
	(4.4)	(6.4)	(5.2)	(12.4)	(6.0)	(6.3)		(6.7)	(5.7)	(6.4)	(7.9)	(8.3)	(9.3)	(7.6)	(9.0)
In ungraded programs	10.6	3.5	3.0	27.0	12.5	8.0	18.8	7.9	8.1	11.8	---	---	6.3	7.2	---
	(3.7)	(2.6)	(2.5)	(12.1)	(5.9)	(3.9)	(11.5)	(4.3)	(3.9)	(4.8)			(3.3)	(4.9)	
Number of respondents	505	215	226	47	284	221	153	166	186	340	91	69	141	121	155

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	11.1	10.4	13.1	8.0	13.5	9.5	15.8	9.0	11.5
	(5.7)	(4.1)	(3.2)	(4.0)	(3.4)	(5.4)	(5.2)	(4.5)	(3.4)
Grades 9 or 10	32.4	27.6	31.5	26.2	29.8	34.7	38.5	29.9	23.1
	(8.5)	(6.0)	(4.5)	(6.4)	(4.5)	(8.7)	(7.0)	(7.3)	(4.5)
Grades 11 or 12	42.6	43.8	42.6	33.0	43.7	47.1	28.6	42.9	53.1
	(9.0)	(6.7)	(4.7)	(6.9)	(4.9)	(9.2)	(6.5)	(7.8)	(5.3)
Ungraded programs	13.9	18.2	12.8	32.8	13.0	8.7	17.2	18.2	12.3
	(6.3)	(5.2)	(3.2)	(6.8)	(3.3)	(5.2)	(5.4)	(6.1)	(3.5)
Number of respondents	86	118	210	83	306	68	111	131	199
Percentage in:									
Special schools for youth with disabilities	17.7	22.2	10.9	31.3	11.0	30.1	19.1	19.9	14.6
	(6.4)	(5.5)	(3.0)	(6.5)	(3.0)	(7.9)	(5.3)	(6.2)	(3.7)
Regular schools but in no regular education classes	18.9	23.2	15.4	24.6	17.1	21.3	23.0	15.4	17.9
	(6.6)	(5.6)	(3.5)	(6.0)	(3.7)	(7.1)	(5.7)	(5.6)	(4.0)
Regular education classes for nonacademics* only	22.7	15.6	17.7	9.5	22.8	10.4	15.0	26.3	14.0
	(7.1)	(4.8)	(3.7)	(4.1)	(4.1)	(5.3)	(4.9)	(6.8)	(3.7)
Regular education classes for some academics*	28.8	31.4	40.8	25.6	37.1	23.8	32.5	26.9	39.7
	(7.6)	(6.1)	(4.7)	(6.1)	(4.7)	(7.3)	(6.4)	(6.8)	(5.2)
All regular education classes	11.8	7.6	15.2	9.0	12.0	14.4	10.3	11.6	13.9
	(5.5)	(3.5)	(3.5)	(4.0)	(3.2)	(6.0)	(4.1)	(4.9)	(3.6)
Number of respondents	97	122	215	90	314	75	123	136	204
Average percentage of class time in regular education classes:									
As a whole	34.5	37.2	51.1	27.4	44.6	39.2	38.2	35.8	47.8
	(6.9)	(5.7)	(3.9)	(5.4)	(4.0)	(8.4)	(6.1)	(6.2)	(4.4)
In grades 7 or 8	---	---	47.4	---	58.7	---	---	42.3	48.1
			(9.8)		(11.6)			(19.5)	(11.8)
In grades 9 or 10	40.3	45.7	63.7	41.7	52.2	55.2	43.4	48.7	62.6
	(11.0)	(10.4)	(6.5)	(11.2)	(7.0)	(12.3)	(8.2)	(11.6)	(8.3)
In grades 11 or 12	34.5	45.0	55.3	39.1	46.5	34.7	39.4	36.9	51.7
	(11.4)	(8.9)	(6.0)	(10.6)	(6.1)	(13.5)	(12.2)	(10.0)	(6.1)
In ungraded programs	4.2	4.7	10.1	3.3	8.4	---	4.6	9.8	3.3
	(3.3)	(4.0)	(4.9)	(2.8)	(4.1)		(3.5)	(6.5)	(2.5)
Number of respondents	80	112	193	78	280	65	102	121	188

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Self-Care Ability: Low	Self-Care Ability: Med	Self-Care Ability: High
Average percentage of class time spent in academic* subjects:															
As a whole	53.0	59.1	52.4	43.4	54.3	51.4	58.6	57.1	46.4	53.9	56.4	42.3	49.6	58.0	53.8
	(1.8)	(2.0)	(2.3)	(7.1)	(2.5)	(2.7)	(3.1)	(2.8)	(3.2)	(2.3)	(4.2)	(4.5)	(4.0)	(2.8)	(3.3)
In regular education classes	24.8	24.8	29.6	16.6	25.2	24.3	32.6	30.7	15.3	26.0	24.9	15.9	21.6	23.2	28.7
	(2.1)	(2.8)	(2.9)	(5.8)	(2.9)	(3.0)	(3.9)	(3.4)	(3.1)	(2.7)	(4.3)	(4.7)	(3.7)	(3.7)	(4.6)
In special education classes	28.2	34.3	22.8	26.7	29.1	27.1	26.0	26.4	31.1	27.9	31.5	26.4	28.0	34.9	25.1
	(2.1)	(2.9)	(2.5)	(6.7)	(2.9)	(2.9)	(3.7)	(3.3)	(3.6)	(2.6)	(5.1)	(4.7)	(3.8)	(3.9)	(4.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Average percentage of class time spent in nonacademic* subjects:															
As a whole	18.6	11.8	20.9	26.1	17.5	20.2	19.7	18.5	18.1	19.7	16.2	17.2	26.2	13.8	13.2
	(1.7)	(1.3)	(2.4)	(7.1)	(2.3)	(2.5)	(3.2)	(2.7)	(2.9)	(2.3)	(3.3)	(3.4)	(4.0)	(2.2)	(2.5)
In regular education classes	5.9	6.0	6.5	5.4	5.9	5.9	7.3	6.6	4.5	5.6	5.9	6.5	3.8	5.8	7.3
	(0.8)	(0.9)	(1.0)	(3.0)	(1.1)	(1.0)	(1.5)	(1.2)	(1.2)	(0.9)	(1.7)	(2.1)	(1.0)	(1.3)	(1.6)
In special education classes	12.7	5.8	14.5	20.7	11.6	14.3	12.3	11.9	13.6	14.0	10.2	10.7	22.5	8.0	5.9
	(1.7)	(1.1)	(2.4)	(6.5)	(2.2)	(2.5)	(3.2)	(2.7)	(2.6)	(2.3)	(2.7)	(3.3)	(4.2)	(1.8)	(2.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Percentage taking English/language arts classes:															
As a whole	84.6	91.2	87.3	68.1	86.0	82.7	89.6	90.4	77.1	85.7	86.5	74.9	78.0	93.6	84.1
	(2.6)	(2.6)	(3.1)	(11.4)	(3.5)	(3.8)	(3.7)	(3.4)	(5.3)	(3.1)	(5.6)	(8.0)	(5.4)	(3.2)	(5.5)
In regular education classes	38.8	40.0	49.1	18.9	37.9	40.1	51.6	45.8	25.5	41.3	35.4	28.3	28.7	38.5	50.7
	(3.5)	(4.5)	(4.7)	(9.6)	(4.8)	(5.0)	(6.0)	(5.7)	(5.5)	(4.4)	(7.9)	(8.3)	(5.9)	(6.3)	(7.5)
In special education classes	49.6	54.6	44.7	49.2	51.3	47.2	42.6	48.6	54.7	48.3	56.2	47.9	54.2	59.3	36.5
	(3.6)	(4.6)	(4.7)	(12.2)	(5.0)	(5.1)	(6.0)	(5.7)	(6.3)	(4.5)	(8.2)	(9.2)	(6.5)	(6.4)	(7.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Percentage taking mathematics classes:															
As a whole	70.9	75.9	67.3	67.6	73.5	67.4	88.2	74.8	57.0	79.2	60.5	44.1	69.7	73.7	73.7
	(3.3)	(3.9)	(4.4)	(11.4)	(4.4)	(4.8)	(3.9)	(5.0)	(6.3)	(3.6)	(8.1)	(9.2)	(6.0)	(5.7)	(6.6)
In regular education classes	30.8	28.8	37.0	23.2	32.2	28.8	45.0	38.3	16.0	37.7	15.8	17.0	25.6	29.4	35.0
	(3.3)	(4.2)	(4.5)	(10.3)	(4.7)	(4.6)	(6.0)	(5.6)	(4.7)	(4.3)	(6.0)	(6.9)	(5.7)	(5.9)	(7.1)
In special education classes	40.3	47.1	30.7	44.4	41.5	38.6	43.2	36.9	41.0	41.5	45.3	27.1	44.0	44.9	38.7
	(3.5)	(4.6)	(4.3)	(12.1)	(4.9)	(4.9)	(6.0)	(5.5)	(6.3)	(4.4)	(8.2)	(8.2)	(6.4)	(6.4)	(7.3)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 168: COURSE-TAKING BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	55.8	51.9	52.4	57.7	52.8	53.5	57.1	54.2	50.4
	(4.6)	(3.6)	(2.4)	(3.5)	(2.7)	(4.5)	(3.8)	(3.9)	(2.8)
In regular education classes	19.1	21.7	32.7	17.3	26.2	25.3	23.9	19.2	30.0
	(4.9)	(4.0)	(3.1)	(4.0)	(3.0)	(5.9)	(4.4)	(4.3)	(3.3)
In special education classes	36.6	30.2	19.7	40.4	26.5	28.2	33.2	35.0	20.4
	(5.5)	(4.3)	(2.5)	(4.3)	(3.0)	(5.7)	(4.4)	(4.9)	(2.9)
Number of respondents	80	113	194	78	282	65	103	121	189
Average percentage of class time spent in nonacademic* subjects:									
As a whole	10.7	19.9	21.8	13.3	20.3	11.6	15.9	16.4	20.4
	(2.8)	(3.7)	(2.4)	(2.8)	(2.7)	(2.1)	(3.3)	(3.8)	(2.7)
In regular education classes	4.5	5.6	7.4	3.7	6.4	5.7	3.6	5.3	7.9
	(1.6)	(1.5)	(1.0)	(1.2)	(1.1)	(1.7)	(1.0)	(1.6)	(1.3)
In special education classes	6.2	14.3	14.4	9.6	13.9	5.9	12.4	11.1	12.4
	(2.6)	(3.6)	(2.6)	(2.8)	(2.7)	(1.7)	(3.4)	(3.6)	(2.7)
Number of respondents	80	113	194	78	282	65	103	121	189
Percentage taking English/language arts classes:									
As a whole	81.5	84.7	87.6	91.5	82.4	86.1	88.4	81.7	84.9
	(7.3)	(4.9)	(3.3)	(4.2)	(3.9)	(6.5)	(4.8)	(6.4)	(3.9)
In regular education classes	32.4	36.8	49.4	29.3	42.3	36.5	36.7	31.8	49.3
	(8.8)	(6.6)	(5.0)	(6.8)	(5.1)	(9.1)	(7.2)	(7.7)	(5.5)
In special education classes	53.3	50.3	43.3	66.5	44.7	50.4	55.4	55.0	39.0
	(9.4)	(6.9)	(5.0)	(7.1)	(5.1)	(9.4)	(7.4)	(8.2)	(5.3)
Number of respondents	80	113	194	78	282	65	103	121	189
Percentage taking mathematics classes:									
As a whole	79.0	68.7	71.5	78.9	70.9	74.6	78.7	76.3	64.5
	(7.7)	(6.4)	(4.5)	(6.1)	(4.7)	(8.2)	(6.1)	(7.0)	(5.2)
In regular education classes	20.5	26.0	43.8	18.7	32.8	33.9	28.8	26.4	34.8
	(7.6)	(6.0)	(5.0)	(5.8)	(4.8)	(8.9)	(6.8)	(7.3)	(5.2)
In special education classes	59.0	42.8	27.7	60.3	38.4	40.7	50.0	50.5	29.7
	(9.3)	(6.8)	(4.5)	(7.3)	(5.0)	(9.3)	(7.5)	(8.3)	(5.0)
Number of respondents	80	113	194	78	282	65	103	121	189

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage taking science classes:															
As a whole	46.7	54.7	47.5	29.1	46.0	47.7	64.8	47.8	34.4	48.9	42.8	39.2	32.7	53.0	52.3
	(3.6)	(4.6)	(4.7)	(11.1)	(5.0)	(5.1)	(5.8)	(5.7)	(6.0)	(4.5)	(8.2)	(9.0)	(6.1)	(6.5)	(7.5)
In regular education classes	23.8	25.4	27.0	15.3	24.6	22.7	38.9	27.8	11.2	25.4	22.9	14.2	16.5	21.3	30.1
	(3.1)	(4.0)	(4.2)	(8.8)	(4.3)	(4.2)	(5.9)	(5.1)	(4.0)	(3.9)	(6.9)	(6.4)	(4.8)	(5.3)	(6.8)
In special education classes	23.2	29.8	21.0	13.8	21.4	25.8	25.8	19.9	24.1	23.5	21.5	25.0	16.2	31.7	22.3
	(3.0)	(4.2)	(3.8)	(8.4)	(4.1)	(4.4)	(5.3)	(4.6)	(5.4)	(3.8)	(6.8)	(8.0)	(4.8)	(6.0)	(6.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Percentage taking other academic* classes:															
As a whole	71.2	72.8	77.4	57.0	69.7	73.3	71.6	76.9	66.6	69.5	76.2	71.6	62.7	75.9	77.6
	(3.3)	(4.1)	(3.9)	(12.1)	(4.6)	(4.5)	(5.4)	(4.8)	(6.0)	(4.1)	(7.0)	(8.3)	(6.3)	(5.5)	(6.2)
In regular education classes	38.1	35.4	45.0	33.2	39.2	36.6	45.7	46.4	27.0	36.6	50.3	24.6	39.7	33.7	39.7
	(3.5)	(4.4)	(4.7)	(11.5)	(4.9)	(4.9)	(6.0)	(5.7)	(5.6)	(4.3)	(8.2)	(7.9)	(6.4)	(6.1)	(7.3)
In special education classes	35.3	38.1	35.3	27.7	32.8	38.8	26.5	34.1	41.8	34.6	31.1	46.9	26.9	46.0	38.5
	(3.4)	(4.5)	(4.5)	(10.9)	(4.7)	(4.9)	(5.3)	(5.4)	(6.3)	(4.2)	(7.6)	(9.2)	(5.8)	(6.5)	(7.3)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Percentage taking nonacademic* classes:															
As a whole	80.0	81.4	80.8	76.2	79.7	80.5	85.8	84.2	73.2	83.3	77.2	69.1	84.0	79.1	76.2
	(2.9)	(3.6)	(3.7)	(10.4)	(4.0)	(4.0)	(4.2)	(4.2)	(5.6)	(3.3)	(6.9)	(8.5)	(4.8)	(5.3)	(6.4)
In regular education classes	36.9	38.9	42.4	27.5	37.5	36.0	45.4	42.5	27.2	37.2	36.0	35.0	25.2	38.6	46.5
	(3.5)	(4.5)	(4.6)	(10.9)	(4.8)	(4.9)	(6.0)	(5.7)	(5.7)	(4.3)	(7.9)	(8.8)	(5.6)	(6.3)	(7.4)
In special education classes	57.6	57.4	54.2	61.6	54.7	61.7	54.5	58.9	58.6	61.5	54.3	46.1	67.2	57.2	46.2
	(3.5)	(4.5)	(4.7)	(11.9)	(5.0)	(4.9)	(6.0)	(5.6)	(6.3)	(4.3)	(8.2)	(9.2)	(6.1)	(6.4)	(7.4)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Percentage taking nonsubject-specific special education classes**	14.0	16.5	14.8	9.8	11.0	18.3	9.0	18.7	13.7	12.9	20.7	10.3	13.0	17.7	13.8
	(2.5)	(3.4)	(3.3)	(7.3)	(3.1)	(3.9)	(3.5)	(4.5)	(4.4)	(3.0)	(6.7)	(5.6)	(4.4)	(4.9)	(5.1)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	53.7	32.6	51.3	48.3	46.5	42.8	45.9	44.0	47.8
	(9.4)	(6.4)	(5.0)	(7.5)	(5.1)	(9.4)	(7.4)	(8.2)	(5.4)
In regular education classes	21.3	14.4	32.8	13.7	25.7	21.4	22.2	16.7	28.7
	(7.7)	(4.8)	(4.7)	(5.2)	(4.5)	(7.7)	(6.2)	(6.2)	(4.9)
In special education classes	32.4	18.2	18.5	34.6	20.9	21.5	23.7	27.3	19.1
	(8.8)	(5.3)	(3.9)	(7.1)	(4.2)	(7.8)	(6.4)	(7.4)	(4.3)
Number of respondents	80	113	194	78	282	65	103	121	189
Percentage taking other academic* classes:									
As a whole	72.1	69.7	77.0	65.7	74.7	67.2	65.0	73.2	77.3
	(8.5)	(6.3)	(4.2)	(7.1)	(4.5)	(8.9)	(7.1)	(7.3)	(4.6)
In regular education classes	29.1	33.3	51.7	25.0	41.0	36.1	36.4	28.8	47.6
	(8.6)	(6.5)	(5.0)	(6.5)	(5.1)	(9.1)	(7.2)	(7.5)	(5.4)
In special education classes	45.5	39.9	27.1	43.2	36.8	31.0	30.2	48.8	31.7
	(9.4)	(6.7)	(4.4)	(7.4)	(5.0)	(8.7)	(6.9)	(8.3)	(5.1)
Number of respondents	80	113	194	78	282	65	103	121	189
Percentage taking nonacademic* classes:									
As a whole	69.9	81.2	88.4	74.5	79.4	81.2	76.6	78.3	84.6
	(8.7)	(5.4)	(3.2)	(6.5)	(4.2)	(7.4)	(6.3)	(6.8)	(3.9)
In regular education classes	32.2	30.2	48.3	25.1	38.8	43.0	32.4	35.2	43.6
	(8.8)	(6.3)	(5.0)	(6.5)	(5.0)	(9.4)	(7.0)	(7.9)	(5.4)
In special education classes	47.2	62.2	62.2	57.9	54.3	54.3	54.6	55.9	58.9
	(9.4)	(6.7)	(4.9)	(7.4)	(5.1)	(9.4)	(7.4)	(8.2)	(5.4)
Number of respondents	80	113	194	78	282	65	103	121	189
Percentage taking nonsubject-specific special education classes**	14.6	20.5	11.9	18.0	12.3	12.6	14.8	13.2	16.4
	(6.7)	(5.6)	(3.2)	(5.8)	(3.4)	(6.3)	(5.3)	(5.6)	(4.0)
Number of respondents	80	113	194	78	282	65	103	121	189

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage enrolled in:															
Any vocational education	51.4	57.1	60.3	43.2	52.5	50.1	42.3	43.8	64.7	53.3	47.8	50.9	51.4	52.2	49.9
	(3.2)	(3.8)	(4.3)	(10.3)	(4.5)	(4.6)	(5.1)	(6.0)	(5.0)	(4.0)	(8.0)	(7.0)	(6.0)	(5.8)	(6.3)
Occupationally-oriented vocational education	32.3	35.3	37.5	30.1	35.7	28.0	26.2	28.2	40.6	36.5	27.6	22.1	29.1	38.1	32.5
	(3.0)	(3.7)	(4.2)	(9.4)	(4.3)	(4.2)	(4.5)	(5.5)	(5.2)	(3.9)	(7.2)	(5.8)	(5.5)	(5.7)	(5.9)
Home economics-oriented vocational education	32.7	28.7	35.2	31.1	30.3	36.1	25.9	31.6	37.9	33.4	27.0	39.8	29.9	35.7	36.4
	(3.6)	(4.1)	(4.6)	(11.2)	(4.8)	(5.4)	(5.4)	(6.5)	(6.0)	(4.3)	(8.6)	(8.6)	(6.2)	(6.8)	(7.5)
Other vocational education*	19.1	23.8	19.4	19.3	19.4	18.7	13.5	17.2	24.9	19.9	15.1	22.1	21.3	15.8	21.9
	(2.6)	(3.3)	(3.5)	(8.2)	(3.6)	(3.7)	(3.5)	(4.6)	(4.5)	(3.2)	(5.8)	(5.8)	(5.0)	(4.3)	(5.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Average hours per week in:															
Any vocational education	4.3	4.2	4.7	5.3	4.3	4.3	2.5	3.1	6.7	3.9	4.5	6.0	3.7	3.9	4.4
	(0.4)	(0.5)	(0.6)	(1.8)	(0.6)	(0.6)	(0.4)	(0.6)	(0.9)	(0.5)	(1.3)	(1.2)	(0.6)	(0.7)	(0.9)
Occupationally-oriented vocational education	2.0	1.8	2.1	2.8	2.3	1.5	1.0	1.3	3.3	2.0	2.2	1.8	1.4	2.1	1.8
	(0.3)	(0.3)	(0.4)	(1.3)	(0.4)	(0.3)	(0.2)	(0.3)	(0.7)	(0.3)	(1.0)	(0.6)	(0.4)	(0.5)	(0.5)
Home economics-oriented vocational education	1.5	1.4	1.8	1.1	1.3	1.8	1.2	1.4	1.8	1.5	1.4	2.1	1.3	1.6	1.5
	(0.3)	(0.3)	(0.3)	(0.5)	(0.3)	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(0.6)	(0.8)	(0.4)	(0.4)	(0.5)
Other vocational education*	1.3	1.4	1.2	1.7	1.1	1.6	0.7	0.9	2.1	1.0	1.3	2.9	1.3	0.8	1.7
	(0.3)	(0.3)	(0.3)	(1.2)	(0.3)	(0.5)	(0.2)	(0.4)	(0.6)	(0.2)	(0.8)	(1.1)	(0.4)	(0.3)	(0.7)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	51.0	47.6	53.6	49.3	51.6	49.5	49.6	51.3	51.9
	(7.5)	(6.7)	(4.8)	(5.8)	(4.9)	(6.9)	(6.6)	(6.9)	(5.2)
Occupationally-oriented vocational education	33.8	29.4	37.8	24.9	36.2	26.4	28.6	34.4	36.8
	(7.1)	(6.2)	(4.7)	(5.1)	(4.7)	(6.1)	(6.0)	(6.6)	(5.1)
Home economics-oriented vocational education	37.1	30.5	31.6	42.4	34.9	27.0	36.1	38.1	29.2
	(9.4)	(7.3)	(5.2)	(7.4)	(5.4)	(7.9)	(8.1)	(8.2)	(5.4)
Other vocational education*	24.2	18.6	17.7	18.6	20.0	22.1	18.6	20.7	20.6
	(6.5)	(5.3)	(3.7)	(4.6)	(3.9)	(5.8)	(5.2)	(5.6)	(4.3)
Number of respondents	80	113	194	78	282	65	103	121	189
Average hours per week in:									
Any vocational education	4.8	3.6	3.9	4.0	4.1	4.2	3.2	4.4	4.5
	(1.1)	(0.7)	(0.6)	(0.8)	(0.6)	(1.0)	(0.6)	(0.9)	(0.8)
Occupationally-oriented vocational education	2.0	1.4	1.9	1.2	2.1	1.0	1.2	2.1	1.9
	(0.6)	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(0.3)	(0.5)	(0.4)
Home economics-oriented vocational education	1.5	1.5	1.3	2.4	1.5	1.0	1.6	1.7	1.2
	(0.7)	(0.5)	(0.3)	(0.7)	(0.3)	(0.4)	(0.4)	(0.6)	(0.3)
Other vocational education*	1.9	1.2	1.0	1.3	1.0	2.5	0.9	1.2	1.8
	(0.9)	(0.5)	(0.3)	(0.5)	(0.3)	(1.0)	(0.3)	(0.5)	(0.6)
Number of respondents	80	113	194	78	282	65	103	121	189

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in any vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	67.8	68.4	69.9	---	66.1	70.0	63.5	72.6	---	71.9	---	---	62.5	64.9	73.8
	(6.2)	(6.7)	(8.1)		(8.6)	(8.8)	(8.0)	(9.6)		(6.3)			(11.9)	(12.5)	(10.7)
11 or 12	72.2	76.3	72.3	62.8	72.6	71.6	---	60.5	77.4	70.3	72.5	78.5	64.8	78.4	81.8
	(5.2)	(6.1)	(6.1)	(19.4)	(7.3)	(7.4)		(10.4)	(5.9)	(8.3)	(9.5)	(8.2)	(11.0)	(8.7)	(8.7)
Ungraded programs	67.9	83.1	51.9	64.3	71.3	63.2	38.8	62.6	84.8	69.4	---	---	59.3	75.8	---
	(8.6)	(9.0)	(12.3)	(20.5)	(11.6)	(12.8)	(17.0)	(17.9)	(9.2)	(10.0)			(12.7)	(15.5)	
Number of respondents	545	233	241	50	300	245	163	178	204	355	103	78	147	128	169
Average hours per week in any vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	4.2	4.4	4.3	---	3.8	4.7	3.6	5.2	---	4.1	---	---	3.3	5.3	3.6
	(0.7)	(0.8)	(1.0)		(0.7)	(1.2)	(0.6)	(1.4)		(0.6)			(0.8)	(1.5)	(0.9)
11 or 12	7.1	6.0	5.7	12.1	7.6	6.5	---	4.5	8.3	6.2	6.8	9.6	4.8	6.0	9.3
	(0.9)	(0.8)	(0.8)	(4.9)	(1.3)	(1.3)		(1.2)	(1.2)	(1.1)	(1.9)	(1.9)	(1.3)	(1.1)	(2.0)
Ungraded programs	6.5	6.6	7.4	5.9	6.6	6.4	3.1	4.0	9.4	6.8	---	---	5.3	6.7	---
	(1.4)	(1.8)	(2.6)	(2.2)	(2.0)	(2.1)	(2.0)	(1.6)	(2.3)	(1.8)			(1.6)	(3.2)	
Number of respondents	541	231	240	50	298	243	163	177	201	355	100	77	147	128	166
Percentage in occupationally-oriented vocational education courses in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	34.4	39.1	38.4	---	41.9	24.8	36.0	35.7	---	38.5	---	---	35.5	37.7	38.3
	(6.3)	(7.0)	(8.7)		(9.1)	(8.3)	(7.9)	(10.4)		(6.9)			(11.8)	(12.7)	(12.0)
11 or 12	48.9	51.1	49.5	45.7	51.9	45.6	---	48.8	48.7	60.4	46.0	35.8	36.7	57.9	58.3
	(5.8)	(7.2)	(6.8)	(20.0)	(8.2)	(8.2)		(10.6)	(7.1)	(8.9)	(10.8)	(9.5)	(11.1)	(10.6)	(11.3)
Ungraded programs	44.2	46.1	20.2	62.0	46.6	40.6	28.2	36.8	56.0	51.7	---	---	40.4	70.2	---
	(9.2)	(12.2)	(9.9)	(20.8)	(12.8)	(13.1)	(15.7)	(17.9)	(12.9)	(10.9)			(12.7)	(16.9)	
Number of respondents	537	229	239	50	297	240	161	177	199	351	100	77	146	125	167

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	56.8	76.8	73.7	70.6	68.1	57.8	56.6	79.7	74.2
	(16.3)	(11.7)	(8.2)	(13.1)	(9.0)	(13.4)	(12.5)	(11.6)	(9.9)
11 or 12	86.4	71.4	73.1	66.6	75.0	89.1	80.9	79.2	71.8
	(10.5)	(10.9)	(7.5)	(12.0)	(7.3)	(8.6)	(11.7)	(10.7)	(7.6)
Ungraded programs	89.5	53.7	57.3	80.4	57.1	---	77.3	66.5	53.8
	(13.8)	(18.4)	(16.1)	(9.9)	(15.2)		(17.3)	(17.5)	(16.4)
Number of respondents	86	118	207	83	303	68	111	130	197
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	3.2	5.4	3.9	5.1	4.2	2.2	3.8	4.0	4.3
	(1.4)	(1.3)	(0.8)	(1.5)	(1.0)	(0.6)	(1.2)	(1.0)	(1.0)
11 or 12	9.9	6.2	5.5	5.8	6.6	10.5	5.3	8.1	7.1
	(2.7)	(1.5)	(1.0)	(1.9)	(1.1)	(2.8)	(1.3)	(1.9)	(1.4)
Ungraded programs	9.3	3.7	7.9	6.7	6.3	---	4.6	8.2	6.5
	(3.7)	(2.3)	(3.3)	(2.2)	(2.5)		(1.7)	(3.5)	(3.2)
Number of respondents	86	117	205	82	301	68	110	128	197
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	24.3	48.8	46.4	21.5	39.1	30.0	24.2	42.2	51.7
	(14.1)	(14.1)	(9.3)	(11.8)	(9.5)	(12.7)	(10.8)	(14.5)	(11.3)
11 or 12	58.6	50.3	52.4	38.7	57.2	40.2	54.4	57.0	48.7
	(15.1)	(12.2)	(8.5)	(12.6)	(8.3)	(13.6)	(14.8)	(13.2)	(8.5)
Ungraded programs	71.1	27.6	44.4	49.9	44.9	---	48.0	48.3	43.6
	(20.3)	(16.9)	(16.2)	(12.7)	(15.3)		(21.3)	(18.5)	(16.3)
Number of respondents	85	115	205	80	302	67	109	128	195

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours per week in occupationally-oriented vocational education in grades:															
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	1.1	1.3	1.3	---	1.6	0.5	1.0	1.2	---	1.3	---	---	1.5	1.6	0.9
	(0.3)	(0.3)	(0.4)		(0.5)	(0.2)	(0.3)	(0.4)		(0.3)			(0.6)	(0.7)	(0.4)
11 or 12	2.6	2.2	2.5	3.9	3.3	1.9	---	1.7	3.1	1.9	3.6	2.8	1.0	2.9	2.1
	(0.7)	(0.5)	(0.7)	(3.9)	(1.1)	(0.6)		(0.7)	(1.0)	(0.6)	(1.5)	(1.2)	(0.5)	(0.9)	(0.9)
Ungraded programs	1.6	1.1	0.1	3.3	1.3	2.0	0.1	0.7	2.8	1.8	---	---	1.1	2.1	---
	(0.6)	(0.7)	(0.1)	(1.9)	(0.7)	(1.0)	(0.1)	(0.6)	(1.1)	(0.7)			(0.7)	(1.1)	
Number of respondents	526	226	232	50	292	234	159	173	194	343	98	76	141	123	163
Percentage in vocational education courses in:															
Regular education classes	33.9	29.6	36.1	41.4	36.1	30.7	34.4	33.7	33.7	37.6	29.5	19.6	25.6	35.5	43.7
	(3.4)	(4.2)	(4.5)	(12.0)	(4.8)	(4.7)	(5.7)	(5.4)	(6.0)	(4.3)	(7.5)	(7.3)	(5.7)	(6.2)	(7.4)
Special education classes	33.7	39.4	28.2	34.8	35.0	31.9	22.0	28.9	44.7	34.7	28.3	38.7	33.2	36.3	37.2
	(3.4)	(4.5)	(4.2)	(11.6)	(4.8)	(4.7)	(5.0)	(5.2)	(6.3)	(4.2)	(7.4)	(9.0)	(6.1)	(6.2)	(7.2)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Average hours per week in vocational education courses in:*															
Regular education classes	4.2	3.3	4.3	6.4	4.4	4.1	4.3	4.1	4.3	4.0	5.6	3.4	3.2	4.3	4.0
	(0.5)	(0.5)	(0.5)	(2.5)	(0.7)	(0.6)	(0.6)	(0.5)	(0.9)	(0.4)	(1.5)	(1.2)	(0.6)	(0.7)	(0.7)
Special education classes	5.8	6.1	5.0	7.1	5.5	6.2	3.1	5.0	7.6	5.1	5.4	9.9	5.3	5.3	6.7
	(0.7)	(0.8)	(0.9)	(2.9)	(0.8)	(1.1)	(0.8)	(1.0)	(1.3)	(0.8)	(1.3)	(2.3)	(0.9)	(1.1)	(1.7)
Number of respondents	357	157	156	32	198	159	93	113	151	235	68	51	93	91	113

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

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Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	0.6	2.0	1.5	0.6	1.2	1.0	0.7	1.3	2.0
	(0.4)	(0.7)	(0.4)	(0.5)	(0.4)	(0.5)	(0.4)	(0.6)	(0.5)
11 or 12	2.2	1.9	1.8	2.0	2.2	1.8	2.8	2.0	1.7
	(1.2)	(0.7)	(0.5)	(1.2)	(0.7)	(0.9)	(0.9)	(1.1)	(0.6)
Ungraded programs	1.0	0.9	2.0	1.2	1.4	---	0.8	2.0	1.0
	(0.8)	(0.9)	(1.1)	(0.5)	(0.9)		(1.0)	(1.2)	(0.6)
Number of respondents	84	114	198	78	295	65	106	125	190
Percentage in vocational education courses in:									
Regular education classes	39.3	29.0	40.6	14.3	40.9	28.4	35.3	36.1	36.3
	(9.2)	(6.2)	(4.9)	(5.3)	(5.1)	(8.5)	(7.1)	(7.9)	(5.2)
Special education classes	47.0	35.7	25.8	43.5	33.1	39.6	34.4	41.2	31.7
	(9.4)	(6.6)	(4.4)	(7.4)	(4.9)	(9.2)	(7.1)	(8.1)	(5.1)
Number of respondents	80	113	194	78	282	65	103	121	189
Average hours per week in vocational education courses in:*									
Regular education classes	3.9	3.5	4.5	1.9	4.5	3.2	3.9	3.6	4.3
	(0.9)	(0.7)	(0.5)	(0.6)	(0.5)	(1.0)	(0.7)	(0.8)	(0.6)
Special education classes	7.6	5.7	4.4	7.6	5.1	7.9	4.6	6.4	6.3
	(2.0)	(1.1)	(0.9)	(1.5)	(0.9)	(2.3)	(1.0)	(1.6)	(1.3)
Number of respondents	61	76	137	57	200	45	75	90	127

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status			Self-Care Ability		
Vocational Education Courses	Total	Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of vocational education students studying:															
Prevocational skills	28.6	30.6	24.0	35.0	28.5	28.7	27.9	33.7	25.7	31.8	14.6	31.3	27.3	22.2	37.3
	(4.4)	(5.2)	(5.7)	(16.7)	(6.0)	(6.4)	(7.9)	(6.9)	(7.1)	(5.7)	(6.9)	(12.6)	(7.4)	(6.8)	(9.7)
Agriculture	7.4	2.9	1.9	27.8	11.6	1.1	2.2	3.0	12.5	8.0	8.8	2.4	2.5	2.5	14.2
	(2.5)	(1.9)	(1.8)	(15.7)	(4.2)	(1.5)	(2.6)	(2.5)	(5.4)	(3.3)	(5.6)	(4.1)	(2.6)	(2.6)	(7.0)
Distributive education	3.1	3.5	4.0	1.0	3.8	2.1	0.9	2.6	4.5	2.6	2.7	6.9	4.3	2.7	2.8
	(1.7)	(2.1)	(2.6)	(3.5)	(2.5)	(2.0)	(1.7)	(2.3)	(3.4)	(1.9)	(3.2)	(6.9)	(3.4)	(2.7)	(3.3)
Health occupations	0.9	1.7	0.0	1.1	0.0	2.2	0.0	2.2	0.5	1.1	0.7	0.0	0.0	1.6	1.4
	(0.9)	(1.5)	(0.0)	(3.6)	(0.0)	(2.1)	(0.0)	(2.1)	(1.1)	(1.3)	(1.6)	(0.0)	(0.0)	(2.1)	(2.3)
Office occupations	42.3	40.4	45.3	39.5	37.7	49.1	45.8	51.2	34.9	45.2	36.5	33.5	47.3	44.4	32.9
	(4.8)	(5.6)	(6.7)	(17.1)	(6.4)	(7.0)	(8.8)	(7.3)	(7.7)	(6.1)	(9.4)	(12.8)	(8.3)	(8.2)	(9.4)
Machine/auto/motor repair	3.3	4.2	4.2	0.0	5.2	0.5	3.9	2.8	3.3	1.7	7.0	6.5	0.8	3.8	3.4
	(1.7)	(2.3)	(2.7)	(0.0)	(2.9)	(1.0)	(3.4)	(2.4)	(2.9)	(1.6)	(5.0)	(6.7)	(1.5)	(3.2)	(3.6)
Construction trades	12.2	9.7	10.7	21.9	18.8	2.5	11.5	9.1	14.5	13.8	7.8	11.0	1.4	11.2	22.9
	(3.2)	(3.4)	(4.1)	(14.5)	(5.2)	(2.2)	(5.6)	(4.2)	(5.7)	(4.2)	(5.3)	(8.5)	(1.9)	(5.2)	(8.4)
Electronics/communications	0.2	0.0	0.5	0.0	0.3	0.0	0.9	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0
	(0.4)	(0.0)	(1.0)	(0.0)	(0.8)	(0.0)	(1.6)	(0.0)	(0.0)	(0.0)	(2.0)	(0.0)	(0.0)	(0.0)	(0.0)
Manufacturing/industrial arts	5.9	6.9	3.6	6.4	8.0	2.8	9.8	3.5	5.5	7.3	4.2	1.2	1.9	10.9	6.0
	(2.3)	(2.9)	(2.5)	(8.6)	(3.6)	(2.3)	(5.3)	(2.7)	(3.7)	(3.2)	(3.9)	(2.9)	(2.3)	(5.1)	(4.8)
Painting/decorating/graphic art/ commercial art/drafting	3.0	2.9	3.8	0.0	3.8	1.9	0.8	8.1	0.8	3.6	2.4	1.0	3.0	4.1	3.6
	(1.7)	(1.9)	(2.6)	(0.0)	(2.5)	(1.9)	(1.6)	(4.0)	(1.5)	(2.3)	(3.0)	(2.7)	(2.8)	(3.3)	(3.8)
Food service	9.3	3.3	13.5	11.7	8.2	11.0	7.6	3.0	14.3	9.2	7.6	13.1	17.1	7.2	5.5
	(2.8)	(2.0)	(4.6)	(11.3)	(3.6)	(4.4)	(4.7)	(2.5)	(5.7)	(3.5)	(5.2)	(9.2)	(6.3)	(4.3)	(4.6)
Personal services	5.7	4.9	4.7	7.4	5.5	6.0	1.7	1.4	10.3	4.5	9.1	7.3	6.3	9.2	3.3
	(2.2)	(2.4)	(2.8)	(9.2)	(3.0)	(3.3)	(2.3)	(1.7)	(4.9)	(2.5)	(5.6)	(7.1)	(4.0)	(4.7)	(3.6)
Custodial services	5.2	2.3	5.9	9.3	5.8	4.5	1.6	3.2	8.3	3.1	13.4	5.1	4.9	2.8	3.2
	(2.2)	(1.7)	(3.2)	(10.2)	(3.1)	(2.9)	(2.2)	(2.6)	(4.5)	(2.1)	(6.7)	(6.0)	(3.6)	(2.7)	(3.6)
On-the-job/work experience	14.7	18.0	12.1	11.5	14.2	15.4	9.1	18.9	14.6	12.0	20.2	20.2	14.5	15.7	12.1
	(3.4)	(4.4)	(4.4)	(11.2)	(4.6)	(5.1)	(5.1)	(5.7)	(5.7)	(4.0)	(7.9)	(10.9)	(5.9)	(6.0)	(6.6)
Other	10.3	8.8	11.6	12.1	7.8	13.8	5.0	7.7	14.4	8.5	11.6	18.5	14.5	6.6	11.8
	(2.9)	(3.2)	(4.3)	(11.4)	(3.5)	(4.9)	(3.9)	(3.9)	(5.7)	(3.4)	(6.3)	(10.5)	(5.9)	(4.1)	(6.5)
Number of respondents	295	141	119	27	171	124	75	95	125	199	55	38	74	79	99

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 178: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	38.4	23.0	27.2	36.3	32.0	18.3	34.8	28.9	26.2
	(11.4)	(7.5)	(5.9)	(9.5)	(6.4)	(9.9)	(8.9)	(9.9)	(6.7)
Agriculture	12.7	4.6	3.4	0.0	9.4	3.4	2.3	16.1	2.9
	(7.8)	(3.7)	(2.4)	(0.0)	(4.0)	(4.6)	(2.8)	(8.0)	(2.5)
Distributive education	0.0	1.5	6.9	2.4	3.9	1.4	0.0	1.2	5.9
	(0.0)	(2.2)	(3.3)	(3.0)	(2.7)	(3.0)	(0.0)	(2.4)	(3.6)
Health occupations	0.0	0.0	3.3	0.0	0.8	3.2	0.0	0.4	2.5
	(0.0)	(0.0)	(2.4)	(0.0)	(1.3)	(4.5)	(0.0)	(1.4)	(2.3)
Office occupations	36.2	44.4	47.4	34.8	46.7	30.8	37.2	42.0	43.1
	(11.3)	(8.8)	(6.6)	(9.5)	(6.9)	(11.8)	(9.0)	(10.7)	(7.5)
Machine/auto/motor repair	4.8	1.1	2.5	0.0	3.8	1.9	5.5	1.3	2.2
	(5.0)	(1.9)	(2.1)	(0.0)	(2.6)	(3.5)	(4.3)	(2.4)	(2.2)
Construction trades	23.7	9.7	5.5	7.2	15.9	5.9	10.3	21.5	8.0
	(10.0)	(5.3)	(3.0)	(5.1)	(5.1)	(6.0)	(5.7)	(8.9)	(4.1)
Electronics/communications	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Manufacturing/industrial arts	9.7	3.5	5.5	7.1	6.2	6.5	12.7	2.5	5.5
	(7.0)	(3.3)	(3.0)	(5.1)	(3.3)	(6.3)	(6.2)	(3.4)	(3.4)
Painting/decorating/graphic art/commercial art/drafting	4.1	4.1	3.1	5.5	1.6	1.5	0.0	3.5	6.5
	(4.7)	(3.5)	(2.3)	(4.5)	(1.7)	(3.1)	(0.0)	(4.0)	(3.7)
Food service	4.6	5.1	15.9	9.5	11.2	0.0	1.8	13.2	11.8
	(4.9)	(3.9)	(4.8)	(5.8)	(4.4)	(0.0)	(2.5)	(7.4)	(4.9)
Personal services	3.6	6.1	6.6	12.0	5.4	2.6	3.4	6.9	5.9
	(4.4)	(4.3)	(3.3)	(6.4)	(3.1)	(4.1)	(3.4)	(5.5)	(3.6)
Custodial services	5.0	1.5	3.2	4.9	3.4	2.7	4.8	2.7	3.4
	(5.1)	(2.2)	(2.3)	(4.3)	(2.5)	(4.1)	(4.0)	(3.5)	(2.8)
On-the-job/work experience	11.3	16.4	15.5	19.8	13.0	12.6	11.0	16.5	14.4
	(7.5)	(6.6)	(4.8)	(7.9)	(4.6)	(8.5)	(5.8)	(8.1)	(5.3)
Other	11.0	13.3	6.3	10.3	7.7	27.2	9.8	10.2	12.5
	(7.4)	(6.0)	(3.2)	(6.0)	(3.7)	(11.3)	(5.6)	(6.6)	(5.0)
Number of respondents	55	67	115	43	169	40	63	78	108

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Services/Programs	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with:*															
Chapter 1/Title 1	53.0	51.2	51.0	58.4	54.1	51.6	49.1	52.7	56.0	54.0	48.2	53.3	51.3	45.0	53.0
	(3.3)	(4.1)	(4.3)	(10.4)	(4.7)	(4.6)	(5.6)	(5.5)	(5.8)	(4.1)	(7.6)	(8.5)	(6.1)	(5.8)	(6.3)
Bilingual education	54.3	59.1	69.0	24.0	49.8	60.0	54.0	60.6	49.6	53.2	51.7	61.2	50.9	49.3	61.8
	(3.3)	(4.1)	(4.0)	(9.0)	(4.7)	(4.5)	(5.5)	(5.4)	(5.9)	(4.1)	(7.6)	(8.3)	(6.1)	(5.8)	(6.2)
State compensatory programs	57.8	55.2	51.2	73.3	60.2	54.7	53.4	61.6	57.9	58.4	53.2	58.6	50.7	55.6	59.6
	(3.3)	(4.1)	(4.3)	(9.3)	(4.6)	(4.6)	(5.6)	(5.3)	(5.8)	(4.0)	(7.6)	(8.4)	(6.1)	(5.8)	(6.2)
None of these	84.3	82.0	85.9	90.7	84.5	84.2	79.1	87.7	85.4	80.8	89.3	94.4	87.7	84.2	75.2
	(2.4)	(3.2)	(3.0)	(6.1)	(3.4)	(3.4)	(4.5)	(3.6)	(4.1)	(3.2)	(4.7)	(3.9)	(4.0)	(4.2)	(5.5)
Number of respondents	595	264	262	60	323	272	187	187	221	399	109	81	158	149	202
Percentage in schools that made available to secondary special education students:															
Life skills programs	90.8	93.7	85.0	95.9	90.2	91.6	83.8	93.7	93.0	90.0	91.7	93.1	93.5	90.4	85.9
	(2.0)	(2.2)	(3.2)	(4.4)	(3.0)	(2.7)	(4.4)	(2.8)	(3.2)	(2.7)	(4.4)	(4.6)	(3.2)	(3.7)	(4.8)
Vocational assessment/ counseling	93.5	94.7	96.2	87.5	91.9	95.5	89.9	96.2	93.7	92.9	92.8	97.2	96.9	95.0	92.6
	(1.7)	(2.0)	(1.7)	(7.3)	(2.7)	(2.0)	(3.6)	(2.2)	(3.0)	(2.3)	(4.0)	(2.9)	(2.2)	(2.7)	(3.6)
Work adjustment training	91.4	91.8	93.5	87.5	90.6	92.4	87.8	92.2	93.1	89.6	92.7	97.8	90.1	92.5	90.1
	(2.0)	(2.5)	(2.2)	(7.3)	(2.9)	(2.6)	(3.9)	(3.1)	(3.1)	(2.7)	(4.1)	(2.6)	(3.8)	(3.3)	(4.1)
Work exploration/experience	79.7	81.7	82.0	72.0	84.5	73.7	66.4	84.4	84.2	76.8	81.5	89.7	79.0	80.2	78.1
	(2.8)	(3.5)	(3.4)	(9.9)	(3.6)	(4.3)	(5.7)	(4.2)	(4.5)	(3.8)	(6.1)	(5.4)	(5.3)	(5.0)	(5.7)
Specific job skills training	77.5	71.3	81.3	80.6	75.2	80.3	68.1	81.5	80.2	75.3	77.4	88.7	75.2	78.8	74.4
	(2.9)	(4.1)	(3.5)	(8.7)	(4.3)	(3.9)	(5.6)	(4.5)	(4.9)	(3.8)	(6.6)	(5.6)	(5.6)	(5.2)	(6.0)
Job development/placement services	83.8	80.1	87.1	84.7	86.7	80.3	64.8	92.4	89.0	81.1	87.1	92.2	78.0	84.6	85.1
	(2.6)	(3.6)	(3.0)	(7.9)	(3.4)	(3.9)	(5.7)	(3.1)	(3.9)	(3.5)	(5.3)	(4.8)	(5.3)	(4.6)	(4.9)
Postemployment services	55.6	46.9	77.6	31.3	53.5	58.3	48.0	58.4	58.2	50.4	57.8	77.3	50.8	62.6	51.9
	(3.5)	(4.5)	(3.7)	(10.2)	(5.0)	(4.8)	(6.0)	(5.7)	(6.1)	(4.4)	(7.8)	(7.5)	(6.4)	(6.1)	(6.9)
None of these	0.1	0.4	0.0	0.0	0.3	0.0	0.5	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.4
	(0.3)	(0.6)	(0.0)	(0.0)	(0.5)	(0.0)	(0.9)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.9)
Number of respondents	524	223	241	55	285	239	154	170	199	344	100	73	141	127	176

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	52.3	52.2	48.5	53.5	52.8	49.0	49.0	56.2	45.4
	(8.2)	(6.3)	(4.6)	(6.7)	(4.6)	(8.1)	(6.6)	(7.2)	(4.9)
Bilingual education	39.8	53.4	69.0	41.5	52.7	81.7	52.4	43.0	68.3
	(8.1)	(6.3)	(4.2)	(6.6)	(4.6)	(6.3)	(6.6)	(7.2)	(4.6)
State compensatory programs	66.2	47.4	52.4	51.6	63.6	39.9	55.9	62.6	49.1
	(7.8)	(6.3)	(4.6)	(6.7)	(4.5)	(7.9)	(6.6)	(7.1)	(5.0)
None of these	75.9	82.1	85.2	79.7	82.0	88.2	89.2	74.9	80.5
	(7.1)	(4.8)	(3.2)	(5.4)	(3.6)	(5.2)	(4.1)	(6.3)	(3.9)
Number of respondents	101	133	237	96	339	84	129	150	225
Percentage in schools that made available to secondary special education students:									
Life skills programs	94.4	90.7	82.9	94.8	88.3	91.2	90.6	91.7	87.5
	(4.0)	(4.0)	(3.7)	(3.3)	(3.1)	(5.3)	(4.1)	(4.4)	(3.6)
Vocational assessment/ counseling	93.0	95.4	95.2	95.0	93.7	98.8	95.9	91.7	95.9
	(4.4)	(2.8)	(2.1)	(3.2)	(2.4)	(2.0)	(2.8)	(4.4)	(2.1)
Work adjustment training	91.7	84.8	94.7	93.3	89.3	95.2	90.4	87.3	94.2
	(4.8)	(4.9)	(2.2)	(3.7)	(3.0)	(4.0)	(4.1)	(5.4)	(2.5)
Work exploration/experience	86.7	69.6	80.3	73.6	76.9	95.9	75.2	82.5	79.5
	(5.9)	(6.3)	(3.9)	(6.6)	(4.1)	(3.7)	(6.1)	(6.1)	(4.3)
Specific job skills training	85.1	64.1	77.5	77.4	78.4	67.6	71.1	79.5	77.2
	(6.2)	(6.5)	(4.1)	(6.3)	(4.0)	(8.7)	(6.4)	(6.5)	(4.5)
Job development/placement services	90.0	69.9	85.9	76.2	81.5	93.0	79.2	82.8	85.4
	(5.2)	(6.3)	(3.4)	(6.4)	(3.8)	(4.7)	(5.7)	(6.1)	(3.8)
Postemployment services	48.9	49.8	64.2	58.7	55.5	51.3	45.7	48.9	66.7
	(8.7)	(6.8)	(4.7)	(7.4)	(4.8)	(9.2)	(7.0)	(8.0)	(5.0)
None of these	0.0	0.6	0.0	1.0	0.0	0.0	0.0	0.6	0.0
	(0.0)	(1.1)	(0.0)	(1.5)	(0.0)	(0.0)	(0.0)	(1.2)	(0.0)
Number of respondents	92	115	206	77	311	66	116	127	195

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that usually provided when needed:*															
Speech/language therapy	98.1	98.8	98.2	96.8	97.9	98.3	98.6	98.9	97.2	98.9	94.9	99.0	99.1	98.5	99.1
	(1.0)	(1.0)	(1.2)	(3.9)	(1.5)	(1.4)	(1.4)	(1.5)	(2.0)	(0.9)	(4.0)	(1.7)	(1.3)	(1.7)	(1.4)
Physical therapy	77.4	82.7	75.2	72.3	74.9	80.5	75.1	83.9	73.7	76.1	74.5	88.8	79.5	79.9	70.3
	(3.4)	(3.6)	(4.3)	(10.6)	(4.8)	(4.6)	(5.8)	(5.5)	(5.5)	(4.2)	(8.6)	(5.8)	(5.6)	(5.9)	(7.6)
Occupational therapy	78.1	82.5	76.0	73.8	74.4	82.8	72.4	80.3	79.7	78.5	70.6	88.2	77.0	79.4	73.8
	(3.3)	(3.6)	(4.1)	(11.3)	(4.8)	(4.3)	(5.9)	(5.9)	(5.1)	(4.0)	(8.9)	(5.9)	(6.0)	(6.0)	(6.8)
Hearing-loss therapy	82.6	79.7	83.3	85.7	83.2	81.9	77.8	82.7	85.6	86.4	68.0	89.4	81.8	82.3	81.6
	(3.4)	(4.3)	(4.0)	(9.7)	(4.6)	(4.9)	(6.1)	(6.1)	(5.0)	(3.7)	(10.2)	(6.4)	(5.8)	(6.3)	(6.7)
Psychotherapy/counseling	84.7	89.0	85.6	75.3	85.1	84.2	88.1	83.5	83.6	86.8	79.0	82.6	80.8	88.0	87.4
	(2.9)	(3.0)	(3.5)	(10.9)	(4.0)	(4.3)	(4.3)	(5.5)	(4.8)	(3.4)	(7.9)	(7.4)	(5.9)	(4.9)	(5.1)
Medical services	74.6	86.1	71.8	54.1	69.9	80.2	79.7	81.8	65.3	78.5	58.9	82.4	82.1	82.1	67.6
	(3.7)	(3.3)	(4.9)	(13.2)	(5.4)	(4.8)	(5.7)	(5.9)	(6.4)	(4.2)	(10.1)	(7.8)	(5.6)	(5.8)	(8.0)
Adaptive physical education	86.1	91.9	88.3	69.3	84.2	88.5	81.6	87.1	88.1	84.2	87.4	93.5	85.1	84.8	90.0
	(2.6)	(2.5)	(3.0)	(11.4)	(3.9)	(3.5)	(4.9)	(4.7)	(4.0)	(3.4)	(6.3)	(4.3)	(5.0)	(5.1)	(4.4)
Social work services	72.3	69.3	71.7	76.6	72.9	71.5	74.1	64.1	77.2	70.3	71.2	81.9	67.1	70.4	72.5
	(3.6)	(4.6)	(4.2)	(10.0)	(4.9)	(5.2)	(5.8)	(7.1)	(5.2)	(4.5)	(8.7)	(6.9)	(6.7)	(6.8)	(6.9)
Special transportation	98.5	97.8	98.7	99.3	98.3	98.8	97.0	98.5	99.5	98.3	98.2	100	99.0	99.0	97.5
	(0.9)	(1.3)	(1.1)	(1.9)	(1.4)	(1.2)	(2.1)	(1.7)	(0.8)	(1.2)	(2.5)	(0.0)	(1.4)	(1.4)	(2.3)
Human aides or tutors	96.5	99.2	99.1	86.9	95.5	97.7	95.3	97.5	96.4	94.9	99.2	100	93.8	100	97.9
	(1.4)	(0.8)	(0.9)	(7.9)	(2.2)	(1.6)	(2.6)	(2.2)	(2.3)	(2.1)	(1.7)	(0.0)	(3.3)	(0.0)	(2.1)
Physical aids	75.6	68.8	78.9	81.4	71.1	81.0	73.4	76.2	76.4	76.2	69.8	85.4	81.1	74.4	68.5
	(3.7)	(4.5)	(4.6)	(10.0)	(5.5)	(4.8)	(6.3)	(6.8)	(5.8)	(4.4)	(9.7)	(7.5)	(5.8)	(6.9)	(7.9)
None of these	0.3	0.2	0.7	0.0	0.1	0.6	1.1	0.0	0.1	0.4	0.3	0.0	0.0	0.3	0.9
	(0.4)	(0.4)	(0.8)	(0.0)	(0.3)	(0.8)	(1.3)	(0.0)	(0.5)	(0.6)	(1.0)	(0.0)	(0.0)	(0.7)	(1.3)
Number of respondents	377	158	161	36	202	175	108	125	144	254	71	48	110	90	127
Percentage in schools serving non-disabled students that had:**															
Regular education classrooms	92.1	93.3	98.7	80.0	93.1	90.9	98.0	87.1	92.1	93.3	87.6	94.9	90.5	99.0	91.9
	(2.2)	(2.6)	(1.1)	(9.2)	(2.9)	(3.4)	(1.8)	(5.1)	(3.7)	(2.6)	(6.5)	(4.1)	(4.7)	(1.5)	(4.3)
Part-time resource rooms	85.8	70.9	91.9	92.6	87.6	83.6	80.5	86.4	89.1	82.1	95.2	87.6	87.4	78.5	85.5
	(2.9)	(4.8)	(2.6)	(6.0)	(3.8)	(4.3)	(5.1)	(5.2)	(4.3)	(3.9)	(4.3)	(6.2)	(5.3)	(6.2)	(5.5)
Pull-out/itinerant services	93.0	94.0	98.0	83.6	89.6	97.1	95.2	97.2	87.8	92.7	90.5	98.2	92.7	94.7	91.1
	(2.1)	(2.5)	(1.4)	(8.5)	(3.5)	(2.0)	(2.8)	(2.5)	(4.5)	(2.6)	(5.8)	(2.5)	(4.2)	(3.4)	(4.5)
Self-contained classrooms	82.3	85.1	79.9	83.3	78.7	86.7	76.7	83.5	85.4	82.9	74.1	93.0	74.5	83.0	85.0
	(3.1)	(3.8)	(3.9)	(8.6)	(4.7)	(4.0)	(5.4)	(5.6)	(4.9)	(3.8)	(8.7)	(4.8)	(7.0)	(5.7)	(5.6)
All of these	64.1	58.5	70.8	59.3	62.6	65.8	57.0	65.4	67.9	60.4	65.8	77.3	62.4	64.7	59.5
	(4.0)	(5.2)	(4.4)	(11.3)	(5.6)	(5.6)	(6.4)	(7.2)	(6.4)	(5.0)	(9.4)	(7.9)	(7.7)	(7.2)	(7.7)
Number of respondents	434	161	221	52	230	204	139	143	152	280	87	61	102	108	151

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 188: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	98.3	98.9	99.3	99.1	98.9	98.8	98.3	98.3	100
	(2.4)	(1.6)	(0.9)	(1.4)	(1.1)	(1.9)	(2.1)	(2.1)	(0.0)
Physical therapy	69.0	79.4	78.8	80.4	78.3	72.7	75.2	74.2	77.5
	(9.0)	(6.6)	(4.9)	(6.1)	(4.8)	(8.3)	(7.3)	(7.6)	(5.3)
Occupational therapy	70.0	82.6	75.4	80.9	77.0	76.6	79.5	74.9	73.9
	(9.1)	(6.2)	(4.9)	(6.2)	(4.8)	(7.9)	(7.0)	(7.4)	(5.4)
Hearing-loss therapy	75.3	88.8	81.1	81.7	81.5	85.6	78.4	84.1	82.6
	(9.0)	(5.9)	(4.9)	(6.9)	(4.9)	(6.8)	(7.7)	(6.9)	(5.0)
Psychotherapy/counseling	85.7	88.5	81.8	86.8	83.7	93.8	82.5	89.1	84.9
	(6.8)	(5.5)	(4.4)	(5.5)	(4.3)	(4.3)	(6.6)	(5.5)	(4.5)
Medical services	72.9	83.9	70.6	89.9	73.6	78.4	85.0	71.8	72.7
	(8.7)	(6.2)	(5.8)	(4.8)	(5.5)	(7.5)	(6.1)	(8.2)	(5.9)
Adaptive physical education	80.6	91.0	86.8	92.2	84.8	93.0	79.4	89.6	90.6
	(7.3)	(4.5)	(3.8)	(4.0)	(4.0)	(4.5)	(6.5)	(5.1)	(3.5)
Social work services	74.8	66.1	72.8	71.3	76.2	55.6	65.1	78.5	66.5
	(8.4)	(8.0)	(5.0)	(7.2)	(4.8)	(9.5)	(8.1)	(7.1)	(5.8)
Special transportation	98.2	100	96.9	100	98.5	97.2	98.7	98.2	98.1
	(2.5)	(0.0)	(1.9)	(0.0)	(1.3)	(2.9)	(1.8)	(2.2)	(1.6)
Human aides or tutors	96.4	99.3	95.9	99.0	96.3	100	96.2	96.8	98.5
	(3.4)	(1.3)	(2.2)	(1.5)	(2.1)	(0.0)	(3.1)	(2.9)	(1.4)
Physical aids	77.6	74.0	72.4	81.2	80.2	51.8	72.4	77.7	73.2
	(8.5)	(7.6)	(5.6)	(6.4)	(5.1)	(9.3)	(7.8)	(7.9)	(5.9)
None of these	0.8	0.0	0.5	0.0	0.6	0.0	0.2	0.9	0.2
	(1.6)	(0.0)	(0.7)	(0.0)	(0.8)	(0.0)	(0.8)	(1.5)	(0.5)
Number of respondents	69	83	152	55	220	56	84	96	152
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	89.1	94.9	95.7	96.7	93.3	93.1	92.4	91.2	96.3
	(6.7)	(3.9)	(2.3)	(3.3)	(2.8)	(5.4)	(4.7)	(5.3)	(2.4)
Part-time resource rooms	77.3	86.1	89.2	60.7	87.4	92.0	81.9	80.5	89.9
	(9.0)	(6.2)	(3.5)	(9.1)	(3.8)	(5.8)	(6.9)	(7.4)	(3.6)
Pull-out/itinerant services	86.4	93.8	96.2	91.5	92.2	97.6	94.5	83.0	98.4
	(7.3)	(4.3)	(2.2)	(5.2)	(3.1)	(3.3)	(4.1)	(7.0)	(1.6)
Self-contained classrooms	88.8	77.1	76.5	80.8	80.7	88.5	82.4	82.0	79.8
	(6.8)	(7.5)	(4.8)	(7.4)	(4.5)	(6.8)	(6.8)	(7.2)	(5.1)
All of these	57.1	64.8	62.8	47.1	62.3	81.8	63.9	53.7	67.8
	(10.6)	(8.5)	(5.5)	(9.3)	(5.5)	(8.3)	(8.6)	(9.3)	(5.9)
Number of respondents	66	90	187	50	276	45	91	99	169

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Services/Programs	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with vocational classes designed specifically for students with disabilities	62.6	62.4	60.1	66.5	61.1	64.4	50.3	67.2	66.8	63.0	60.5	67.9	67.2	60.8	62.6
	(3.4)	(4.4)	(4.4)	(10.4)	(4.9)	(4.7)	(6.0)	(5.4)	(5.8)	(4.3)	(7.7)	(8.4)	(6.0)	(6.2)	(6.6)
Number of respondents	530	225	246	55	287	243	156	171	203	346	103	75	143	128	177
Percentage in schools that helped students with disabilities in regular vocational classes by:*															
Making physical adaptations	73.8	62.6	83.1	69.8	72.8	74.8	71.3	76.3	73.3	72.6	71.9	81.4	76.3	76.6	74.0
	(3.7)	(5.6)	(3.6)	(10.9)	(5.4)	(4.9)	(6.3)	(5.5)	(6.6)	(4.8)	(7.9)	(8.0)	(7.1)	(6.3)	(6.9)
Increasing teacher contact	70.6	77.0	72.5	60.6	68.1	73.5	72.7	69.1	70.6	70.2	67.8	74.9	56.3	69.7	77.7
	(3.8)	(4.9)	(4.3)	(11.6)	(5.6)	(5.0)	(6.2)	(6.0)	(6.8)	(4.9)	(8.2)	(8.9)	(8.3)	(6.8)	(6.6)
Providing human aides	67.0	64.8	81.1	45.1	70.5	62.9	66.9	66.0	67.9	69.6	52.6	77.5	69.5	70.6	66.9
	(3.9)	(5.6)	(3.8)	(11.9)	(5.5)	(5.4)	(6.5)	(6.2)	(7.0)	(4.9)	(8.8)	(8.6)	(7.7)	(6.7)	(7.4)
Simplifying instruction	62.7	65.8	63.1	58.6	64.6	60.5	64.9	57.7	65.4	63.8	60.6	58.9	57.8	62.7	62.8
	(4.0)	(5.5)	(4.7)	(11.7)	(5.8)	(5.5)	(6.6)	(6.4)	(7.1)	(5.2)	(8.6)	(10.1)	(8.2)	(7.1)	(7.6)
Other accommodations	7.3	6.2	10.3	3.4	7.2	7.5	4.5	10.4	6.6	6.8	8.2	9.3	7.3	5.6	8.7
	(2.2)	(2.8)	(2.9)	(4.3)	(3.1)	(3.0)	(2.9)	(4.0)	(3.7)	(2.7)	(4.8)	(5.9)	(4.3)	(3.4)	(4.4)
Number of respondents	402	141	213	48	211	191	119	136	147	254	83	59	93	97	143
Average percentage of vocational course time spent in:															
Classroom instruction	54.3	50.1	53.2	63.9	55.1	53.3	57.5	53.9	52.6	56.1	54.3	44.8	52.5	56.4	53.5
	(2.0)	(2.8)	(2.1)	(6.7)	(2.8)	(2.7)	(3.7)	(2.8)	(3.4)	(2.6)	(3.9)	(3.8)	(3.9)	(3.2)	(3.8)
Work experience at school	18.0	18.5	18.2	16.3	18.0	18.0	14.9	18.8	19.3	18.1	17.3	20.2	24.5	16.0	15.6
	(1.6)	(1.9)	(2.2)	(4.9)	(2.3)	(2.2)	(2.9)	(2.3)	(2.8)	(2.0)	(3.2)	(4.5)	(3.0)	(2.7)	(2.8)
Community-based experience	19.8	18.3	23.0	16.0	19.7	19.8	13.9	19.5	23.4	16.4	21.6	30.7	16.4	17.6	22.2
	(1.5)	(2.0)	(1.7)	(4.9)	(2.0)	(2.1)	(2.3)	(2.1)	(2.7)	(1.6)	(3.3)	(4.1)	(2.4)	(2.4)	(2.9)
Number of respondents	450	181	223	42	248	202	127	145	178	287	91	66	119	104	153

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 198: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	68.4	61.6	58.5	59.3	58.6	73.6	63.1	65.2	63.1
	(8.0)	(6.6)	(4.8)	(7.3)	(4.8)	(8.1)	(6.7)	(7.7)	(5.2)
Number of respondents	93	116	208	78	313	68	117	127	198
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	76.1	73.7	75.3	71.8	78.8	68.4	66.5	77.4	81.1
	(9.0)	(7.4)	(4.7)	(8.5)	(4.5)	(11.4)	(7.9)	(8.4)	(4.8)
Increasing teacher contact	70.7	61.3	74.3	65.1	76.1	51.5	62.8	80.8	64.8
	(9.6)	(8.2)	(4.8)	(9.0)	(4.7)	(12.3)	(8.1)	(7.9)	(5.9)
Providing human aides	67.2	70.3	69.5	71.7	69.6	67.8	57.5	77.5	70.8
	(9.9)	(7.7)	(5.0)	(8.5)	(5.1)	(11.5)	(8.3)	(8.4)	(5.6)
Simplifying instruction	54.4	64.7	67.7	57.5	65.2	51.8	54.1	70.0	59.7
	(10.5)	(8.0)	(5.1)	(9.4)	(5.3)	(12.3)	(8.4)	(9.2)	(6.1)
Other accommodations	1.9	9.8	11.7	4.0	7.2	5.8	4.1	2.6	13.9
	(2.9)	(5.0)	(3.5)	(3.7)	(2.9)	(5.7)	(3.3)	(3.2)	(4.3)
Number of respondents	64	80	171	49	252	42	85	89	157
Average percentage of vocational course time spent in:									
Classroom instruction	56.3	56.5	52.6	53.8	55.2	48.1	57.1	53.9	52.0
	(4.5)	(4.0)	(2.6)	(4.2)	(2.6)	(5.5)	(4.4)	(4.0)	(2.9)
Work experience at school	18.3	19.0	16.6	21.7	16.5	21.2	21.7	19.3	15.4
	(3.6)	(2.8)	(2.2)	(3.7)	(2.0)	(4.1)	(3.3)	(3.3)	(2.2)
Community-based experience	19.1	14.9	22.2	14.4	19.6	27.8	15.6	18.5	22.9
	(3.3)	(2.3)	(2.1)	(2.7)	(2.0)	(3.7)	(2.6)	(3.0)	(2.3)
Number of respondents	81	96	173	63	264	61	98	113	160

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	93.5	94.7	96.2	87.5	91.9	95.5	89.9	96.2	93.7	92.9	92.8	97.2	96.9	95.0	92.6
	(1.8)	(2.0)	(1.7)	(7.4)	(2.8)	(2.2)	(3.7)	(2.7)	(2.9)	(2.4)	(4.7)	(2.8)	(2.3)	(3.0)	(3.8)
Number of respondents	531	224	248	55	287	244	156	171	204	346	103	76	145	128	176
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:															
Routinely to all students	69.7	49.6	77.6	89.9	70.8	68.4	70.1	73.3	66.5	67.2	74.9	73.2	59.5	68.9	73.8
	(3.3)	(4.7)	(3.9)	(7.1)	(4.7)	(4.7)	(5.9)	(5.2)	(5.9)	(4.3)	(7.1)	(8.1)	(6.5)	(6.1)	(6.3)
Routinely only to special education students	22.0	42.0	13.4	4.3	22.3	21.7	14.1	23.7	25.6	23.1	19.9	19.6	30.4	21.3	19.7
	(3.0)	(4.6)	(3.2)	(4.8)	(4.3)	(4.2)	(4.5)	(5.0)	(5.5)	(3.8)	(6.5)	(7.3)	(6.1)	(5.4)	(5.7)
Routinely only to those with some disabilities	0.6	1.0	0.6	0.0	0.5	0.7	2.1	0.2	0.0	0.9	0.0	0.0	0.6	0.3	1.2
	(0.6)	(0.9)	(0.7)	(0.0)	(0.7)	(0.9)	(1.9)	(0.5)	(0.0)	(0.9)	(0.0)	(0.0)	(1.0)	(0.7)	(1.6)
Occasionally to special education students	5.7	7.2	6.4	0.9	4.4	7.2	9.4	2.8	5.8	5.7	5.2	7.2	7.5	6.1	5.1
	(1.7)	(2.4)	(2.3)	(2.2)	(2.1)	(2.6)	(3.8)	(1.9)	(2.9)	(2.1)	(3.6)	(4.7)	(3.5)	(3.1)	(3.1)
Rarely or never to special education students	2.0	0.2	2.0	4.9	2.0	2.0	4.3	0.0	2.2	3.1	0.0	0.0	2.0	3.5	0.2
	(1.0)	(0.4)	(1.3)	(5.0)	(1.4)	(1.4)	(2.6)	(0.0)	(1.8)	(1.6)	(0.0)	(0.0)	(1.9)	(2.4)	(0.7)
Number of respondents	495	210	232	50	267	228	136	164	195	322	94	73	138	119	163
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*															
Grades 7 or 8	12.1	22.2	11.8	1.2	9.2	15.6	16.8	9.0	11.5	16.1	2.9	6.9	14.9	26.2	7.8
	(3.5)	(5.1)	(4.6)	(3.1)	(4.3)	(5.5)	(6.4)	(5.8)	(5.4)	(4.7)	(4.6)	(6.5)	(7.0)	(9.1)	(5.4)
Grades 9 or 10	76.6	89.7	74.4	64.1	75.4	78.2	71.6	85.5	72.5	71.9	82.3	90.3	71.9	84.6	75.5
	(3.9)	(3.2)	(5.2)	(12.1)	(5.3)	(5.5)	(7.0)	(5.9)	(6.4)	(5.0)	(8.3)	(6.3)	(7.3)	(6.2)	(7.6)
Grades 11 or 12	76.9	87.0	81.1	59.7	78.5	74.8	76.4	78.0	76.3	74.2	76.6	90.8	71.9	81.6	81.7
	(3.6)	(3.3)	(4.3)	(11.7)	(4.8)	(5.4)	(6.2)	(6.4)	(5.7)	(4.6)	(8.5)	(5.7)	(6.8)	(6.1)	(6.4)
Ungraded classes	48.1	59.1	45.4	37.1	52.5	42.7	37.9	47.2	54.2	52.2	49.4	26.9	75.4	52.9	41.1
	(5.4)	(6.2)	(7.1)	(13.9)	(7.5)	(7.7)	(8.7)	(10.1)	(8.5)	(6.5)	(13.6)	(11.4)	(8.5)	(10.5)	(10.1)
Number of respondents	252	112	103	33	136	116	72	81	99	169	46	33	67	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 208: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	93.0	95.4	95.2	95.0	93.7	98.8	95.9	91.7	95.9
	(4.6)	(3.3)	(2.3)	(3.2)	(2.6)	(1.9)	(3.1)	(4.5)	(2.3)
Number of respondents	92	116	210	78	315	67	116	127	200
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	74.2	60.7	70.6	58.8	75.1	49.5	61.7	73.9	68.5
	(7.8)	(6.9)	(4.6)	(7.6)	(4.3)	(9.4)	(7.0)	(7.2)	(5.2)
Routinely only to special education students	20.6	24.4	22.0	33.0	15.4	46.0	23.5	23.2	23.3
	(7.2)	(6.1)	(4.2)	(7.2)	(3.6)	(9.4)	(6.1)	(7.0)	(4.7)
Routinely only to those with some disabilities	0.0	1.2	0.7	0.0	0.5	2.4	0.6	0.0	1.5
	(0.0)	(1.5)	(0.8)	(0.0)	(0.7)	(2.9)	(1.1)	(0.0)	(1.4)
Occasionally to special education students	5.3	7.7	6.4	8.2	6.4	2.1	9.0	2.6	6.7
	(4.0)	(3.8)	(2.5)	(4.2)	(2.5)	(2.7)	(4.2)	(2.6)	(2.8)
Rarely or never to special education students	0.0	6.0	0.3	0.0	2.5	0.0	5.2	0.3	0.0
	(0.0)	(3.4)	(0.5)	(0.0)	(1.6)	(0.0)	(3.2)	(0.9)	(0.0)
Number of respondents	87	109	194	74	293	65	110	119	185
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	11.1	23.1	10.8	33.2	10.6	8.8	16.7	11.4	16.9
	(7.9)	(9.4)	(5.0)	(9.8)	(4.8)	(6.6)	(9.2)	(7.3)	(6.1)
Grades 9 or 10	73.4	76.2	83.1	80.8	73.7	93.3	84.4	69.7	77.0
	(9.3)	(8.2)	(5.1)	(7.0)	(5.7)	(5.3)	(7.3)	(8.9)	(6.0)
Grades 11 or 12	76.8	76.9	80.8	79.1	75.0	92.9	76.6	76.0	82.2
	(8.4)	(7.4)	(4.9)	(6.8)	(5.3)	(4.8)	(7.6)	(7.8)	(5.1)
Ungraded classes	53.9	60.9	44.5	74.1	44.9	53.1	44.7	69.1	46.8
	(12.5)	(11.1)	(8.1)	(9.4)	(7.7)	(12.0)	(12.2)	(10.8)	(8.4)
Number of respondents	48	55	92	38	148	36	48	63	96

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing vocational assessment/counseling, percentage in schools that:															
Used formal assessment of student interests/skills	85.0	85.3	95.9	64.1	83.1	87.2	83.8	90.3	81.3	83.2	87.7	88.0	87.6	86.4	79.3
	(2.7)	(3.3)	(1.9)	(11.5)	(4.0)	(3.7)	(4.8)	(4.2)	(4.7)	(3.5)	(6.2)	(5.6)	(4.5)	(4.9)	(6.1)
Gave students information about alternative careers	85.7	86.6	95.4	65.7	89.2	81.6	89.4	84.4	84.6	87.0	79.5	90.0	84.7	95.5	83.2
	(2.7)	(3.1)	(1.9)	(11.4)	(3.3)	(4.3)	(4.0)	(5.1)	(4.4)	(3.2)	(7.6)	(5.1)	(4.9)	(3.0)	(5.6)
Recommended specific careers	80.0	79.4	90.2	61.5	80.5	79.4	81.5	81.9	77.6	76.5	82.8	90.5	83.0	80.7	74.8
	(3.1)	(3.7)	(2.8)	(11.6)	(4.2)	(4.5)	(5.1)	(5.4)	(5.0)	(4.0)	(7.1)	(5.0)	(5.1)	(5.6)	(6.5)
Recommended specific training/ education	80.3	90.0	77.7	69.4	82.9	77.2	79.8	77.1	83.2	81.4	79.8	80.2	86.4	84.1	78.0
	(3.1)	(2.8)	(3.9)	(11.0)	(4.0)	(4.6)	(5.2)	(5.9)	(4.5)	(3.7)	(7.5)	(6.8)	(4.7)	(5.2)	(6.3)
Informed students about colleges/ training programs for students with disabilities	69.7	82.4	68.0	51.4	76.4	61.8	70.2	69.7	69.3	72.8	68.1	61.9	76.7	72.8	70.3
	(3.5)	(3.5)	(4.4)	(12.0)	(4.5)	(5.4)	(6.0)	(6.5)	(5.6)	(4.2)	(8.8)	(8.3)	(5.8)	(6.4)	(6.9)
Number of respondents	499	211	237	48	269	230	135	167	197	322	97	74	139	121	165

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	79.5	76.5	92.4	83.3	86.0	80.3	86.0	75.9	88.2
	(7.5)	(6.9)	(2.9)	(5.7)	(3.8)	(7.0)	(5.7)	(7.2)	(3.8)
Gave students information about alternative careers	81.7	86.2	93.4	88.4	91.6	66.4	78.6	92.3	90.0
	(7.2)	(5.6)	(2.7)	(4.9)	(3.1)	(8.4)	(6.7)	(4.5)	(3.6)
Recommended specific careers	80.0	72.1	85.3	86.3	81.1	68.9	73.6	79.0	83.5
	(7.5)	(7.3)	(3.9)	(5.3)	(4.3)	(8.2)	(7.2)	(6.9)	(4.4)
Recommended specific training/ education	88.0	81.5	78.8	88.1	75.3	90.5	77.6	87.5	82.8
	(6.1)	(6.3)	(4.5)	(5.0)	(4.7)	(5.2)	(6.8)	(5.6)	(4.5)
Informed students about colleges/ training programs for students with disabilities	74.4	79.5	68.0	75.8	66.1	81.8	73.5	81.2	67.3
	(8.1)	(6.5)	(5.2)	(6.6)	(5.2)	(6.8)	(7.2)	(6.6)	(5.6)
Number of respondents	87	109	199	74	295	66	109	120	190

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided work adjustment training to secondary special ed. students	91.2	91.3	93.5	87.5	90.6	92.0	87.1	92.2	93.1	89.3	92.7	97.8	90.1	92.5	89.6
	(2.1)	(2.5)	(2.3)	(7.4)	(3.0)	(2.9)	(4.1)	(3.7)	(3.0)	(2.8)	(4.7)	(2.5)	(4.0)	(3.7)	(4.4)
Number of respondents	532	225	248	55	287	245	157	171	204	347	103	76	145	128	177
Of students in schools providing work adjustment training, percentage in schools that provided it:															
Routinely to all students	55.1	45.3	53.3	75.5	58.7	50.6	58.4	57.7	51.1	55.4	52.5	55.3	41.8	55.4	60.8
	(3.6)	(4.7)	(4.5)	(10.1)	(5.1)	(5.1)	(6.3)	(5.9)	(6.2)	(4.6)	(8.1)	(9.0)	(6.6)	(6.3)	(7.1)
Routinely only to special education students	33.6	44.6	37.2	7.5	31.2	36.4	27.4	35.9	35.4	35.3	33.7	27.1	49.0	35.3	26.1
	(3.4)	(4.7)	(4.4)	(6.2)	(4.8)	(4.9)	(5.7)	(5.7)	(6.0)	(4.4)	(7.6)	(8.0)	(6.7)	(6.1)	(6.4)
Routinely only to those with some disabilities	4.5	5.3	6.4	0.0	4.5	4.5	4.7	3.6	5.1	4.3	5.9	3.6	3.5	4.5	5.8
	(1.5)	(2.1)	(2.2)	(0.0)	(2.1)	(2.1)	(2.7)	(2.2)	(2.8)	(1.9)	(3.8)	(3.4)	(2.5)	(2.6)	(3.4)
Occasionally to special education students	6.8	4.9	2.9	17.0	5.5	8.3	9.5	2.8	8.2	5.1	7.9	13.5	5.8	4.5	7.3
	(1.8)	(2.0)	(1.5)	(8.8)	(2.4)	(2.8)	(3.8)	(2.0)	(3.4)	(2.0)	(4.3)	(6.2)	(3.1)	(2.6)	(3.8)
Rarely or never to special education students	0.1	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.6	0.0	0.3	0.0
	(0.2)	(0.0)	(0.4)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(1.4)	(0.0)	(0.7)	(0.0)
Number of respondents	487	203	232	49	263	224	135	157	195	311	96	74	132	120	157
Of students in schools providing work adjustment training, percentage in schools with training in:*															
Grades 7 or 8	10.4	15.0	9.7	6.1	7.1	14.2	19.0	4.2	9.3	9.8	12.1	9.2	7.6	12.7	7.6
	(3.2)	(4.4)	(4.1)	(6.8)	(3.8)	(5.2)	(6.6)	(4.0)	(5.0)	(3.8)	(8.8)	(7.4)	(5.2)	(6.9)	(5.3)
Grades 9 or 10	69.7	78.3	71.8	57.2	73.3	65.0	67.9	65.7	73.4	62.7	78.6	87.7	61.4	72.7	65.7
	(4.2)	(4.4)	(5.3)	(12.8)	(5.5)	(6.4)	(7.3)	(8.1)	(6.2)	(5.5)	(9.1)	(6.6)	(8.2)	(7.7)	(8.5)
Grades 11 or 12	78.8	85.2	84.3	63.7	77.5	80.5	76.9	83.9	75.9	75.2	81.9	90.2	72.3	83.1	78.9
	(3.3)	(3.4)	(3.6)	(11.3)	(4.7)	(4.6)	(5.8)	(5.4)	(5.4)	(4.3)	(7.5)	(5.3)	(6.5)	(5.5)	(6.5)
Ungraded classes	54.8	52.8	71.2	38.7	58.5	50.2	50.5	54.2	57.5	57.8	42.3	53.9	78.6	50.0	45.6
	(5.4)	(6.3)	(6.4)	(14.1)	(7.4)	(7.7)	(8.9)	(10.0)	(8.4)	(6.4)	(13.5)	(12.8)	(8.0)	(10.5)	(10.2)
Number of respondents	253	112	104	33	136	117	72	82	99	170	46	33	68	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	91.1	84.8	94.7	93.3	89.3	93.7	89.7	87.3	94.2
	(5.1)	(5.6)	(2.4)	(3.7)	(3.3)	(4.2)	(4.8)	(5.5)	(2.7)
Number of respondents	93	116	210	78	315	68	117	127	200
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	60.6	44.9	52.3	47.9	63.1	29.5	55.3	62.7	43.5
	(8.8)	(7.1)	(5.1)	(7.8)	(4.9)	(8.7)	(7.2)	(8.3)	(5.5)
Routinely only to special education students	26.3	44.2	37.8	43.9	29.4	51.5	31.6	33.5	41.9
	(7.9)	(7.1)	(4.9)	(7.8)	(4.6)	(9.6)	(6.7)	(8.1)	(5.5)
Routinely only to those with some disabilities	4.4	3.0	6.5	4.7	2.7	7.4	6.9	1.2	5.7
	(3.7)	(2.4)	(2.5)	(3.3)	(1.6)	(5.0)	(3.6)	(1.9)	(2.6)
Occasionally to special education students	8.7	7.9	3.1	3.6	4.7	11.6	6.2	2.6	8.6
	(5.1)	(3.9)	(1.8)	(2.9)	(2.1)	(6.1)	(3.5)	(2.7)	(3.1)
Rarely or never to special education students	0.0	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.2
	(0.0)	(0.0)	(0.5)	(0.0)	(0.4)	(0.0)	(0.0)	(0.0)	(0.5)
Number of respondents	85	100	196	71	285	63	107	112	185
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	6.6	13.0	10.7	20.9	8.9	2.0	5.6	7.8	13.0
	(6.2)	(7.5)	(4.9)	(8.5)	(4.3)	(3.3)	(5.6)	(6.2)	(5.5)
Grades 9 or 10	61.6	66.9	75.5	65.3	65.9	83.4	70.0	65.1	64.5
	(10.3)	(9.3)	(5.9)	(8.5)	(6.3)	(8.1)	(9.0)	(9.5)	(7.1)
Grades 11 or 12	71.5	76.6	85.9	76.3	76.1	90.9	82.9	65.6	84.9
	(8.7)	(7.2)	(4.1)	(6.8)	(4.9)	(5.4)	(6.4)	(8.4)	(4.5)
Ungraded classes	52.5	62.4	51.2	72.7	56.4	51.1	48.9	67.7	51.8
	(12.4)	(11.1)	(8.1)	(9.4)	(7.7)	(12.0)	(12.2)	(10.9)	(8.4)
Number of respondents	49	55	92	39	148	36	49	63	96

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing work adjustment training, percentage in schools with training in:															
Production skills	66.1	77.2	65.3	48.1	64.1	68.6	67.4	67.0	64.7	65.2	65.9	68.2	61.7	65.2	59.9
	(3.7)	(3.9)	(4.5)	(12.1)	(5.2)	(5.2)	(6.1)	(6.8)	(5.8)	(4.6)	(8.9)	(8.0)	(6.9)	(6.8)	(7.5)
Relationships with coworkers/ supervisors	95.7	98.7	91.0	100	96.4	94.9	91.7	96.5	97.5	94.7	96.9	98.5	93.5	94.3	96.8
	(1.6)	(1.1)	(2.7)	(0.0)	(2.0)	(2.4)	(3.6)	(2.7)	(1.9)	(2.2)	(3.3)	(2.1)	(3.5)	(3.3)	(2.7)
Attendance/punctuality	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Appropriate dress/grooming	95.9	97.9	98.7	86.9	95.0	96.9	95.5	98.0	94.4	94.1	99.2	99.4	100	98.5	89.2
	(1.6)	(1.3)	(1.1)	(8.2)	(2.4)	(1.9)	(2.7)	(2.0)	(2.8)	(2.3)	(1.7)	(1.3)	(0.0)	(1.7)	(4.8)
Job-related practices (e.g., using sick leave)	75.8	83.4	71.8	70.8	73.3	78.8	73.8	71.5	80.3	75.8	69.5	83.8	67.5	72.0	77.2
	(3.3)	(3.5)	(4.2)	(11.0)	(4.8)	(4.5)	(5.8)	(6.5)	(4.8)	(4.1)	(8.6)	(6.3)	(6.6)	(6.4)	(6.5)
Work skills (e.g., counting change, completing forms)	79.0	90.1	70.6	76.9	79.3	78.7	76.7	79.8	79.8	76.5	83.8	82.6	75.1	78.2	75.2
	(3.2)	(2.8)	(4.3)	(10.2)	(4.4)	(4.6)	(5.5)	(5.8)	(4.9)	(4.1)	(6.9)	(6.5)	(6.1)	(5.9)	(6.6)
Use of transportation	68.5	86.8	62.6	49.6	71.2	65.2	66.9	70.1	68.1	68.2	67.2	70.3	59.8	70.7	65.6
	(3.6)	(3.2)	(4.6)	(12.1)	(4.9)	(5.3)	(6.2)	(6.6)	(5.7)	(4.5)	(8.8)	(7.8)	(6.9)	(6.5)	(7.3)
Number of respondents	487	204	233	47	261	226	134	158	195	310	97	74	131	120	159

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	55.3	60.9	67.2	72.1	64.0	57.7	62.4	60.2	61.6
	(9.4)	(8.3)	(5.2)	(7.0)	(5.4)	(9.0)	(8.0)	(8.5)	(5.8)
Relationships with coworkers/ supervisors	97.4	94.8	92.0	97.5	93.9	98.8	96.8	95.4	93.2
	(3.0)	(3.8)	(3.0)	(2.4)	(2.7)	(2.0)	(2.9)	(3.7)	(3.0)
Attendance/punctuality	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Appropriate dress/grooming	91.6	97.7	98.3	98.9	93.6	96.3	97.8	90.5	96.9
	(5.2)	(2.5)	(1.4)	(1.6)	(2.7)	(3.4)	(2.4)	(5.1)	(2.1)
Job-related practices (e.g., using sick leave)	76.9	65.6	71.7	77.9	73.2	76.0	70.1	77.0	70.4
	(7.9)	(8.0)	(5.0)	(6.4)	(5.0)	(7.7)	(7.6)	(7.3)	(5.5)
Work skills (e.g., counting change, completing forms)	71.3	78.4	80.4	82.7	74.7	76.8	78.2	72.9	76.0
	(8.5)	(7.0)	(4.4)	(5.9)	(4.9)	(7.7)	(6.8)	(7.7)	(5.1)
Use of transportation	64.9	57.5	70.5	74.1	62.7	67.9	67.2	64.4	63.0
	(9.0)	(8.4)	(5.1)	(6.8)	(5.4)	(8.5)	(7.8)	(8.3)	(5.8)
Number of respondents	85	100	197	72	285	63	106	113	186

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided work exploration/experience to secondary special ed. students	79.5	81.2	82.0	72.0	84.5	73.3	65.9	84.4	84.2	76.6	81.5	89.7	79.0	80.2	77.6
	(3.0)	(3.5)	(3.5)	(10.0)	(3.8)	(4.7)	(5.8)	(5.0)	(4.3)	(3.9)	(7.1)	(5.1)	(5.5)	(5.5)	(6.1)
Number of respondents	530	224	248	55	286	244	155	171	204	345	103	76	143	128	177
Of students in schools providing work exploration/experience, percentage in schools that provided it:															
Routinely to all students	45.3	52.1	36.7	51.8	47.7	41.7	55.6	43.5	41.7	46.3	50.2	35.9	32.2	56.4	52.1
	(4.0)	(5.0)	(4.8)	(13.6)	(5.5)	(5.5)	(7.4)	(6.1)	(6.7)	(5.1)	(8.5)	(9.2)	(6.6)	(6.9)	(8.2)
Routinely only to special education students	37.2	41.0	42.3	20.3	35.0	40.5	33.0	36.4	39.9	32.9	34.4	56.2	35.2	34.3	32.1
	(3.9)	(4.9)	(4.9)	(10.9)	(5.3)	(5.4)	(7.0)	(5.9)	(6.6)	(4.8)	(8.1)	(9.6)	(6.7)	(6.6)	(7.7)
Routinely only to those with some disabilities	5.2	2.2	10.6	0.0	3.5	7.6	2.1	6.2	5.9	5.6	4.5	4.8	7.5	6.8	3.6
	(1.8)	(1.5)	(3.0)	(0.0)	(2.0)	(2.9)	(2.1)	(3.0)	(3.2)	(2.4)	(3.6)	(4.1)	(3.7)	(3.5)	(3.1)
Occasionally to special education students	10.8	4.2	10.4	21.7	11.2	10.2	9.3	10.1	12.0	15.2	3.9	3.0	19.9	2.5	11.4
	(2.5)	(2.0)	(3.0)	(11.2)	(3.5)	(3.3)	(4.3)	(3.7)	(4.4)	(3.7)	(3.3)	(3.3)	(5.6)	(2.2)	(5.2)
Rarely or never to special education students	1.5	0.6	0.0	6.2	2.6	0.0	0.0	3.8	0.5	0.0	6.9	0.0	5.2	0.0	0.7
	(1.0)	(0.8)	(0.0)	(6.6)	(1.8)	(0.0)	(0.0)	(2.3)	(1.0)	(0.0)	(4.3)	(0.0)	(3.1)	(0.0)	(1.4)
Number of respondents	422	182	198	39	237	185	103	146	173	265	85	66	117	102	134
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*															
Grades 7 or 8	6.5	11.5	7.4	0.0	5.2	8.0	7.8	6.6	5.6	6.3	3.0	12.6	7.0	14.9	2.6
	(2.7)	(4.0)	(3.6)	(0.0)	(3.4)	(4.1)	(4.7)	(5.0)	(3.9)	(3.2)	(4.6)	(8.5)	(5.0)	(7.5)	(3.2)
Grades 9 or 10	41.1	53.6	33.4	36.7	44.2	37.4	37.3	38.7	44.9	34.6	55.2	56.3	41.6	53.2	27.5
	(5.0)	(5.9)	(6.2)	(13.5)	(7.0)	(7.1)	(8.2)	(9.1)	(8.0)	(5.9)	(12.5)	(11.9)	(9.2)	(9.8)	(8.7)
Grades 11 or 12	69.3	85.1	76.5	37.0	73.6	63.8	67.4	77.5	63.9	67.1	70.4	77.2	68.1	80.4	63.0
	(3.9)	(3.6)	(4.4)	(11.8)	(5.1)	(5.9)	(6.7)	(6.4)	(6.3)	(4.8)	(9.3)	(8.1)	(7.1)	(6.2)	(7.9)
Ungraded classes	49.2	48.1	61.0	36.5	56.3	40.7	36.6	50.3	55.4	51.9	35.6	52.1	61.3	52.1	47.8
	(5.4)	(6.3)	(6.9)	(13.9)	(7.5)	(7.6)	(8.7)	(10.0)	(8.5)	(6.5)	(13.1)	(12.8)	(9.6)	(10.5)	(10.3)
Number of respondents	252	112	104	33	135	117	71	82	99	169	46	33	67	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 228: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	86.1	69.6	80.3	73.6	76.9	94.4	74.6	82.5	79.5
	(6.2)	(7.2)	(4.3)	(6.6)	(4.5)	(4.0)	(6.9)	(6.2)	(4.7)
Number of respondents	93	116	208	77	314	68	117	127	198
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	53.4	41.2	46.8	53.3	46.9	30.9	48.0	53.2	41.1
	(9.6)	(7.3)	(5.5)	(8.8)	(5.6)	(8.8)	(7.8)	(9.2)	(6.1)
Routinely only to special education students	24.2	38.5	37.4	27.7	33.4	54.2	34.3	27.7	37.5
	(8.2)	(7.2)	(5.3)	(7.9)	(5.3)	(9.5)	(7.4)	(8.2)	(6.0)
Routinely only to those with some disabilities	5.0	9.8	4.1	9.3	3.4	12.9	6.4	2.8	8.6
	(4.2)	(4.4)	(2.2)	(5.2)	(2.0)	(6.4)	(3.8)	(3.0)	(3.5)
Occasionally to special education students	12.2	10.5	11.8	8.0	13.9	2.0	5.8	15.5	12.8
	(6.3)	(4.6)	(3.5)	(4.8)	(3.9)	(2.7)	(3.6)	(6.6)	(4.1)
Rarely or never to special education students	5.3	0.0	0.0	1.7	2.4	0.0	5.5	0.9	0.0
	(4.3)	(0.0)	(0.0)	(2.3)	(1.7)	(0.0)	(3.6)	(1.7)	(0.0)
Number of respondents	78	86	166	56	243	63	91	103	155
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	8.8	6.5	3.0	15.6	6.2	4.7	10.5	3.4	8.0
	(7.0)	(5.6)	(2.8)	(7.7)	(3.7)	(5.1)	(7.5)	(4.2)	(4.5)
Grades 9 or 10	38.3	38.5	35.7	47.2	29.2	55.0	42.8	32.8	40.6
	(11.5)	(10.5)	(7.4)	(9.8)	(6.7)	(11.8)	(11.2)	(10.2)	(7.9)
Grades 11 or 12	64.0	73.0	73.9	68.3	65.7	87.2	75.0	66.0	68.5
	(9.3)	(8.1)	(5.3)	(7.9)	(5.7)	(6.4)	(7.9)	(8.7)	(6.0)
Ungraded classes	59.2	47.6	46.5	50.0	57.9	49.9	45.1	72.8	41.3
	(12.2)	(11.4)	(8.2)	(10.6)	(7.7)	(12.0)	(12.1)	(10.4)	(8.3)
Number of respondents	49	55	91	39	147	36	49	63	95

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided job skills training to secondary special education students	77.3	70.9	81.3	80.6	75.2	80.0	67.5	81.5	80.2	75.0	77.4	88.7	75.2	78.8	74.0
	(3.1)	(4.0)	(3.6)	(8.8)	(4.5)	(4.3)	(5.7)	(5.4)	(4.7)	(4.0)	(7.6)	(5.4)	(5.8)	(5.7)	(6.4)
Number of respondents	531	225	248	55	286	245	156	171	204	346	103	76	144	128	177
Of students in schools providing job skills training, percentage in schools that provided it:															
Routinely to all students	68.1	69.3	64.9	73.4	68.1	68.1	76.6	72.8	59.7	70.8	72.1	54.3	69.6	73.5	65.5
	(3.8)	(5.1)	(4.6)	(11.0)	(5.4)	(5.2)	(6.3)	(5.7)	(6.8)	(4.7)	(8.2)	(9.5)	(6.9)	(6.2)	(8.0)
Routinely only to special education students	15.6	28.1	6.0	15.0	14.0	17.5	12.4	12.9	19.5	14.7	14.7	22.3	14.4	18.3	13.7
	(3.0)	(4.9)	(2.3)	(8.9)	(4.1)	(4.3)	(4.9)	(4.3)	(5.5)	(3.7)	(6.4)	(8.0)	(5.3)	(5.4)	(5.8)
Routinely only to those with some disabilities	0.4	0.8	0.4	0.0	0.0	0.9	0.0	1.2	0.0	0.7	0.0	0.0	1.0	0.7	0.0
	(0.5)	(1.0)	(0.6)	(0.0)	(0.0)	(1.1)	(0.0)	(1.4)	(0.0)	(0.9)	(0.0)	(0.0)	(1.5)	(1.2)	(0.0)
Occasionally to special education students	15.9	1.9	28.6	11.6	17.9	13.5	11.0	13.0	20.8	13.8	13.2	23.5	15.0	7.5	20.8
	(3.0)	(1.5)	(4.4)	(8.0)	(4.5)	(3.8)	(4.6)	(4.3)	(5.7)	(3.6)	(6.2)	(8.1)	(5.4)	(3.7)	(6.8)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	407	155	206	44	219	188	102	139	166	254	80	68	109	100	129
Of students in schools providing job skills training, percentage in schools providing it in:*															
Grades 9 or 10	33.6	47.9	20.4	30.8	37.9	28.2	39.4	27.3	34.7	31.1	42.2	34.6	34.9	43.2	23.0
	(4.8)	(5.8)	(5.5)	(12.1)	(6.8)	(6.5)	(8.4)	(8.5)	(7.3)	(5.8)	(11.9)	(11.1)	(8.7)	(9.7)	(8.2)
Grades 11 or 12	76.4	77.7	83.1	65.6	77.5	75.0	74.3	80.8	74.2	74.0	78.8	82.3	67.5	80.9	77.8
	(3.4)	(4.0)	(3.7)	(11.3)	(4.7)	(5.0)	(6.0)	(5.9)	(5.5)	(4.4)	(8.1)	(6.7)	(6.7)	(5.9)	(6.8)
Ungraded classes	39.9	32.9	35.5	51.5	42.0	37.5	35.7	36.1	44.9	41.5	35.6	44.2	51.1	44.0	33.5
	(5.3)	(5.9)	(6.7)	(14.4)	(7.5)	(7.5)	(8.6)	(9.6)	(8.5)	(6.5)	(13.1)	(12.7)	(9.9)	(10.4)	(9.7)
Number of respondents	252	112	104	33	135	117	71	82	99	169	46	33	67	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	84.5	64.1	77.5	77.4	78.4	66.5	70.5	79.5	77.2
	(6.5)	(7.5)	(4.5)	(6.2)	(4.4)	(8.2)	(7.2)	(6.6)	(4.9)
Number of respondents	93	116	209	78	314	68	117	127	199
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	68.7	76.2	66.4	66.7	69.0	55.5	81.1	68.1	62.1
	(8.9)	(7.1)	(5.3)	(8.2)	(5.1)	(12.1)	(6.6)	(8.6)	(6.1)
Routinely only to special education students	18.4	15.3	9.9	26.9	7.9	34.5	15.8	12.1	16.6
	(7.4)	(6.0)	(3.3)	(7.7)	(3.0)	(11.6)	(6.2)	(6.0)	(4.7)
Routinely only to those with some disabilities	0.9	0.0	0.7	0.0	0.3	2.4	1.1	0.0	0.6
	(1.8)	(0.0)	(0.9)	(0.0)	(0.6)	(3.7)	(1.8)	(0.0)	(1.0)
Occasionally to special education students	12.0	8.5	23.0	6.5	22.9	7.7	2.0	19.8	20.6
	(6.2)	(4.6)	(4.7)	(4.3)	(4.6)	(6.5)	(2.4)	(7.3)	(5.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	77	76	164	57	247	43	81	99	154
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	33.0	30.0	35.3	40.6	28.1	31.9	44.0	24.6	30.0
	(11.0)	(9.7)	(7.3)	(9.9)	(6.6)	(10.1)	(10.8)	(9.5)	(7.4)
Grades 11 or 12	75.7	65.9	84.8	72.7	79.3	62.2	73.4	75.7	76.9
	(8.0)	(8.1)	(4.3)	(7.2)	(4.7)	(8.9)	(7.6)	(7.6)	(5.3)
Ungraded classes	52.7	32.8	33.7	64.8	35.6	28.7	29.8	51.3	41.5
	(12.4)	(10.7)	(7.7)	(10.1)	(7.5)	(10.9)	(11.1)	(11.7)	(8.3)
Number of respondents	49	55	91	39	147	36	49	63	95

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided job development/placement services to secondary special ed. students	83.7	79.7	87.1	84.7	86.7	79.9	64.3	92.4	89.0	80.8	87.1	92.2	78.0	84.6	84.6
	(2.8)	(3.6)	(3.1)	(8.0)	(3.5)	(4.3)	(5.8)	(3.7)	(3.7)	(3.6)	(6.1)	(4.5)	(5.6)	(5.0)	(5.3)
Number of respondents	531	225	248	55	286	245	156	171	204	346	103	76	144	128	177
Of students in schools providing job development/placement services, percentage in schools that provided it:															
Routinely to all students	49.6	52.8	55.7	34.9	52.0	46.5	62.1	45.4	47.3	51.1	49.3	46.0	50.4	57.9	42.5
	(3.9)	(5.1)	(4.7)	(11.7)	(5.5)	(5.6)	(7.3)	(6.1)	(6.6)	(5.1)	(8.5)	(9.4)	(7.1)	(6.6)	(7.8)
Routinely only to special education students	37.9	44.4	38.6	27.8	35.3	41.4	36.9	35.7	40.2	35.4	36.5	47.7	38.4	36.5	36.8
	(3.8)	(5.0)	(4.6)	(11.0)	(5.2)	(5.5)	(7.2)	(5.9)	(6.4)	(4.8)	(8.2)	(9.4)	(6.9)	(6.5)	(7.6)
Routinely only to those with some disabilities	3.0	0.7	0.5	10.9	0.3	6.7	0.0	7.9	0.5	3.8	3.0	0.0	1.0	0.8	5.3
	(1.4)	(0.8)	(0.7)	(7.7)	(0.6)	(2.8)	(0.0)	(3.3)	(0.9)	(1.9)	(2.9)	(0.0)	(1.4)	(1.2)	(3.5)
Occasionally to special education students	9.4	2.1	5.2	26.4	12.4	5.4	1.0	11.1	12.0	9.6	11.2	6.3	10.2	4.8	15.3
	(2.3)	(1.5)	(2.1)	(10.9)	(3.6)	(2.5)	(1.5)	(3.9)	(4.3)	(3.0)	(5.4)	(4.6)	(4.3)	(2.9)	(5.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	434	177	211	45	245	189	101	151	182	274	87	68	116	108	141
Of students in schools providing job development/placement services, percentage in schools providing it in:*															
Grade 10	36.3	39.8	38.3	28.9	37.5	34.9	44.9	30.7	35.3	31.3	42.0	54.5	34.6	39.9	29.6
	(4.5)	(5.3)	(5.7)	(12.9)	(6.3)	(6.4)	(7.7)	(8.0)	(7.0)	(5.3)	(11.2)	(10.5)	(8.2)	(8.7)	(8.3)
Grade 11	69.8	69.7	82.9	48.8	70.9	68.5	68.0	78.9	63.7	66.4	70.9	84.1	61.0	79.7	67.7
	(3.8)	(4.7)	(3.7)	(12.2)	(5.2)	(5.6)	(6.6)	(6.1)	(6.2)	(4.8)	(9.2)	(6.9)	(7.3)	(6.1)	(7.6)
Grade 12	82.4	87.8	86.5	70.0	86.4	77.5	74.1	86.4	83.9	80.8	84.1	86.4	73.6	86.7	87.2
	(3.1)	(3.2)	(3.4)	(10.7)	(3.8)	(4.9)	(6.0)	(5.0)	(4.7)	(3.9)	(7.2)	(6.2)	(6.4)	(5.1)	(5.3)
Ungraded classes	42.2	58.5	30.0	36.2	50.2	32.6	21.2	48.9	49.2	46.4	39.9	26.9	56.9	44.1	43.0
	(5.4)	(6.2)	(6.5)	(13.9)	(7.6)	(7.3)	(7.4)	(10.0)	(8.6)	(6.6)	(13.4)	(11.6)	(9.9)	(10.4)	(10.2)
Number of respondents	250	112	102	33	134	116	71	82	97	168	46	32	65	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	89.4	69.9	85.9	76.2	81.5	91.5	78.6	82.8	85.4
	(5.6)	(7.2)	(3.8)	(6.4)	(4.1)	(4.9)	(6.5)	(6.2)	(4.1)
Number of respondents	93	116	209	78	314	68	117	127	199
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	46.1	44.1	56.3	60.5	48.9	31.2	46.4	50.5	51.8
	(9.5)	(7.4)	(5.4)	(8.5)	(5.5)	(9.1)	(7.8)	(9.1)	(6.0)
Routinely only to special education students	29.0	48.0	36.2	32.9	33.7	67.0	41.0	29.4	39.3
	(8.6)	(7.4)	(5.2)	(8.1)	(5.2)	(9.3)	(7.7)	(8.3)	(5.9)
Routinely only to those with some disabilities	3.7	2.2	2.4	0.0	3.5	1.8	5.3	0.0	2.9
	(3.6)	(2.2)	(1.7)	(0.0)	(2.0)	(2.6)	(3.5)	(0.0)	(2.0)
Occasionally to special education students	21.2	5.7	5.1	6.6	14.0	0.0	7.4	20.0	6.1
	(7.8)	(3.4)	(2.4)	(4.3)	(3.8)	(0.0)	(4.1)	(7.3)	(2.9)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	79	87	173	58	253	60	93	104	163
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	30.7	33.4	41.3	36.2	31.4	35.1	34.0	32.4	35.6
	(10.2)	(9.5)	(6.9)	(8.9)	(6.3)	(10.6)	(9.9)	(9.3)	(7.2)
Grade 11	61.8	64.2	81.3	66.4	73.0	58.0	68.8	61.3	76.2
	(9.5)	(8.6)	(4.7)	(7.7)	(5.3)	(9.4)	(8.1)	(8.9)	(5.4)
Grade 12	83.8	76.9	86.2	77.3	83.8	85.6	81.7	85.9	81.5
	(7.0)	(7.4)	(4.0)	(6.7)	(4.3)	(6.6)	(6.6)	(6.2)	(4.9)
Ungraded classes	56.9	47.2	32.2	60.7	38.8	53.4	40.3	69.7	32.2
	(12.6)	(11.4)	(7.7)	(10.3)	(7.7)	(12.0)	(12.0)	(10.8)	(7.9)
Number of respondents	47	55	91	39	145	36	49	62	94

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students in schools providing job development/placement services, percentage in schools that typically:															
Referred students to potential employers	88.9	95.2	91.1	75.2	87.1	91.1	94.7	87.9	87.0	91.8	79.2	89.8	86.0	94.5	90.6
	(2.6)	(2.2)	(2.8)	(10.8)	(3.8)	(3.4)	(3.4)	(4.8)	(4.2)	(2.8)	(8.1)	(5.4)	(5.2)	(3.5)	(4.8)
Transported students to/from interviews	60.9	79.5	44.7	62.8	62.7	58.6	63.4	55.9	63.8	61.2	58.7	59.9	50.6	53.4	66.6
	(4.0)	(4.1)	(4.9)	(12.1)	(5.5)	(6.0)	(7.3)	(7.3)	(6.1)	(5.0)	(9.8)	(8.8)	(7.5)	(7.6)	(7.7)
Trained in interviewing skills	79.2	91.4	76.2	66.3	77.6	81.2	86.0	82.2	73.6	76.3	83.8	83.4	75.0	79.2	76.2
	(3.4)	(2.8)	(4.2)	(11.8)	(4.7)	(4.7)	(5.3)	(5.6)	(5.6)	(4.4)	(7.3)	(6.6)	(6.5)	(6.2)	(7.0)
Reviewed interview experiences	70.6	71.4	80.4	51.1	67.0	75.5	65.6	72.3	71.6	67.4	71.6	81.4	66.2	67.0	71.2
	(3.8)	(4.6)	(3.9)	(12.5)	(5.3)	(5.2)	(7.2)	(6.6)	(5.7)	(4.8)	(9.0)	(7.0)	(7.1)	(7.1)	(7.4)
Helped prepare resumes	67.3	59.0	78.6	59.4	68.9	65.2	63.8	72.9	64.3	65.0	69.2	72.4	61.8	68.9	63.2
	(3.9)	(5.0)	(4.0)	(12.3)	(5.2)	(5.8)	(7.3)	(6.5)	(6.0)	(4.9)	(9.2)	(8.0)	(7.2)	(7.0)	(7.9)
Worked with employers on job modifications	68.2	82.4	73.3	37.4	64.3	73.2	74.8	72.2	61.9	69.2	59.2	75.2	70.6	70.9	66.8
	(3.9)	(3.9)	(4.4)	(12.1)	(5.4)	(5.4)	(6.6)	(6.6)	(6.1)	(4.8)	(9.8)	(7.7)	(6.8)	(6.9)	(7.7)
Number of respondents	432	174	213	44	242	190	99	152	181	273	86	68	117	107	140
Of students in schools providing job development/placement services, average number of special education students who:															
Received job placement services	24	28	27	15	24	25	26	25	23	25	21	24	27	27	22
	(1.6)	(1.9)	(2.0)	(3.0)	(1.9)	(2.6)	(3.1)	(3.1)	(2.0)	(2.0)	(4.2)	(2.4)	(2.8)	(2.6)	(2.9)
Were placed in jobs	15	15	18	10	15	15	17	16	14	15	14	16	17	17	13
	(1.2)	(1.2)	(1.6)	(2.8)	(1.5)	(1.9)	(2.5)	(2.6)	(1.2)	(1.3)	(4.0)	(1.7)	(2.3)	(1.9)	(1.7)
Number of respondents	421	172	204	44	238	183	96	149	176	266	84	66	113	101	139
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	61.3	56.2	69.3	55.2	60.2	62.8	63.2	58.4	62.8	60.4	59.9	68.0	57.8	60.6	64.2
	(2.4)	(3.2)	(2.3)	(8.2)	(3.4)	(3.6)	(4.9)	(4.4)	(3.5)	(3.1)	(6.4)	(4.4)	(4.4)	(3.9)	(5.6)
Number of respondents	416	171	200	44	235	181	94	148	174	261	84	66	111	100	137

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 248: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	91.0	90.3	88.1	92.0	88.8	95.8	88.4	88.8	92.9
	(5.6)	(5.4)	(3.8)	(4.8)	(3.8)	(3.7)	(5.7)	(5.7)	(3.3)
Transported students to/from interviews	58.1	52.4	59.9	64.7	56.7	66.0	54.6	65.2	52.0
	(9.6)	(9.2)	(5.8)	(8.4)	(5.9)	(8.7)	(8.8)	(8.6)	(6.4)
Trained in interviewing skills	71.7	74.3	82.6	84.0	75.5	76.2	81.8	69.7	78.1
	(8.8)	(8.0)	(4.5)	(6.5)	(5.1)	(7.8)	(6.8)	(8.3)	(5.3)
Reviewed interview experiences	63.3	68.8	72.4	74.5	66.2	84.1	68.6	59.5	77.6
	(9.4)	(8.5)	(5.3)	(7.7)	(5.6)	(6.7)	(8.2)	(8.9)	(5.4)
Helped prepare resumes	61.4	57.9	74.2	65.2	69.8	45.9	62.2	62.5	70.0
	(9.5)	(9.1)	(5.2)	(8.4)	(5.5)	(9.2)	(8.6)	(8.8)	(5.9)
Worked with employers on job modifications	54.8	85.9	71.7	77.9	69.3	75.9	69.9	65.2	70.8
	(9.7)	(6.4)	(5.3)	(7.3)	(5.5)	(7.9)	(8.1)	(8.6)	(5.9)
Number of respondents	79	85	174	56	253	61	93	104	162
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	25	25	23	24	23	32	27	23	25
	(3.7)	(2.9)	(2.3)	(2.3)	(2.3)	(3.1)	(3.3)	(3.3)	(2.3)
Were placed in jobs	16	15	15	15	15	17	16	14	16
	(2.5)	(2.0)	(1.7)	(1.6)	(1.6)	(2.2)	(2.5)	(2.0)	(1.7)
Number of respondents	77	83	167	56	243	60	90	103	155
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	59.1	59.7	66.8	62.7	61.7	56.2	53.6	61.0	68.0
	(6.0)	(5.7)	(3.6)	(4.7)	(3.8)	(5.1)	(5.4)	(5.5)	(3.9)
Number of respondents	76	83	163	55	239	60	89	100	154

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided postemployment services to secondary special ed. students	55.5	46.7	77.6	31.3	53.5	58.0	47.7	58.4	58.2	50.3	57.8	77.3	50.8	62.6	51.6
	(3.7)	(4.5)	(3.8)	(10.4)	(5.2)	(5.3)	(6.1)	(6.8)	(5.9)	(4.6)	(9.0)	(7.1)	(6.7)	(6.7)	(7.3)
Number of respondents	531	224	248	55	287	244	156	171	204	346	103	76	144	128	177
Of the students in schools providing postemployment services, percentage in schools providing it in:*															
Grade 10	18.5	14.6	28.6	9.3	25.3	9.6	17.1	14.0	22.2	12.7	28.1	34.0	17.4	26.6	10.2
	(3.9)	(4.4)	(5.5)	(8.4)	(6.0)	(4.3)	(6.3)	(6.6)	(6.6)	(4.1)	(11.6)	(10.5)	(6.8)	(9.0)	(5.9)
Grade 11	36.9	40.0	47.6	14.1	37.8	35.8	37.5	36.2	37.1	33.0	45.4	45.8	37.1	49.7	28.2
	(4.4)	(5.6)	(5.3)	(9.9)	(6.1)	(6.2)	(7.4)	(8.2)	(6.8)	(5.2)	(11.2)	(9.9)	(7.8)	(8.6)	(8.1)
Grade 12	56.1	53.9	78.2	14.9	56.1	56.0	51.6	61.6	54.5	50.5	59.9	73.0	46.7	66.1	51.7
	(4.2)	(5.2)	(4.1)	(10.0)	(5.9)	(6.0)	(7.2)	(7.7)	(6.5)	(5.2)	(10.2)	(8.1)	(7.4)	(7.6)	(8.5)
Ungraded classes	29.4	14.7	54.0	19.3	28.4	30.7	25.0	35.5	27.7	24.7	24.1	57.8	29.9	24.7	19.9
	(5.0)	(4.6)	(7.0)	(11.4)	(6.9)	(7.2)	(7.8)	(9.7)	(7.8)	(5.7)	(12.1)	(12.7)	(9.0)	(9.3)	(8.3)
Number of respondents	247	106	104	33	131	116	71	81	95	167	43	33	67	53	87
Of the students in schools providing postemployment services, percentage in schools that typically:															
Contacted only students after employment	9.6	1.2	15.4	0.0	9.3	9.9	7.2	14.9	6.5	13.1	2.6	7.2	21.2	8.0	5.4
	(2.4)	(1.5)	(3.6)	(0.0)	(3.2)	(3.8)	(4.5)	(4.8)	(3.3)	(3.5)	(2.9)	(5.7)	(6.1)	(4.4)	(3.5)
Contacted only employers after employment	0.7	2.3	0.0	0.0	0.0	1.4	1.2	0.7	0.3	0.5	1.1	0.9	2.2	0.6	0.0
	(0.7)	(2.1)	(0.0)	(0.0)	(0.0)	(1.5)	(1.9)	(1.1)	(0.8)	(0.7)	(2.0)	(2.1)	(2.2)	(1.2)	(0.0)
Contacted both students and employers after employment	89.7	96.5	84.6	100	90.7	88.7	91.6	84.4	93.1	86.4	96.2	92.0	76.6	91.4	94.6
	(2.5)	(2.5)	(3.6)	(0.0)	(3.2)	(4.0)	(4.8)	(4.9)	(3.4)	(3.5)	(3.5)	(6.0)	(6.4)	(4.5)	(3.5)
Number of respondents	314	99	191	23	172	142	75	108	131	192	65	53	82	77	101
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	9.2	10.6	9.1	---	9.3	9.1	6.1	9.3	10.8	7.4	12.5	11.4	7.3	7.1	10.7
	(1.1)	(2.1)	(0.8)		(1.3)	(1.8)	(1.6)	(1.8)	(1.8)	(1.1)	(3.6)	(2.0)	(1.8)	(2.0)	(2.4)
Number of respondents	229	73	142	14	128	101	54	77	98	139	49	37	54	53	77

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	48.6	49.8	64.2	58.7	55.5	50.5	45.3	48.9	66.7
	(9.0)	(7.9)	(5.2)	(7.4)	(5.3)	(8.7)	(7.9)	(8.2)	(5.5)
Number of respondents	93	116	209	77	315	68	117	127	199
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	14.5	14.9	20.9	15.8	16.7	6.6	18.4	17.5	15.2
	(8.7)	(7.7)	(6.1)	(8.0)	(5.3)	(5.7)	(8.9)	(8.1)	(5.7)
Grade 11	34.0	43.2	38.5	43.0	33.4	38.8	42.6	33.4	36.7
	(10.3)	(9.5)	(6.5)	(9.4)	(6.1)	(9.9)	(10.0)	(9.2)	(6.8)
Grade 12	44.7	51.5	67.8	57.8	59.2	39.4	51.1	49.8	61.3
	(10.0)	(9.2)	(5.8)	(8.6)	(5.9)	(9.8)	(9.2)	(9.2)	(6.4)
Ungraded classes	23.2	15.0	34.2	24.0	30.4	23.4	14.1	19.4	35.6
	(10.8)	(8.3)	(7.8)	(9.7)	(7.2)	(10.2)	(8.6)	(9.3)	(8.2)
Number of respondents	46	53	91	34	147	36	48	62	92
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	10.7	8.9	10.0	14.2	11.0	3.1	10.9	13.0	9.9
	(6.3)	(5.3)	(3.5)	(7.2)	(3.2)	(5.2)	(5.9)	(5.3)	(4.1)
Contacted only employers after employment	0.0	1.3	0.0	3.5	0.3	0.0	1.2	1.2	0.4
	(0.0)	(2.1)	(0.0)	(3.8)	(0.5)	(0.0)	(2.1)	(1.7)	(0.9)
Contacted both students and employers after employment	89.3	89.8	90.0	82.3	88.8	96.9	87.9	85.7	89.7
	(6.3)	(5.6)	(3.5)	(7.9)	(3.2)	(5.2)	(6.1)	(5.5)	(4.2)
Number of respondents	49	58	137	41	198	31	56	71	130
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	7.6	8.7	9.2	10.2	8.3	9.5	7.4	8.4	9.2
	(3.0)	(3.5)	(1.1)	(3.7)	(1.1)	(3.2)	(2.8)	(3.0)	(1.2)
Number of respondents	33	40	104	29	147	21	36	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools that provided life skills programs to secondary special education students	90.6	93.2	85.0	95.9	90.2	91.2	83.2	93.7	93.0	89.7	91.7	93.1	93.5	90.4	85.4
	(2.2)	(2.2)	(3.3)	(4.4)	(3.1)	(3.1)	(4.5)	(3.4)	(3.1)	(2.8)	(5.1)	(4.4)	(3.3)	(4.1)	(5.1)
Number of respondents	525	225	241	55	285	240	156	170	199	346	100	73	141	127	177
Of students in schools providing life skills programs, percentage that provided it:															
Routinely to all students	56.1	40.1	58.7	77.8	53.3	59.7	53.7	55.3	58.2	55.7	58.9	57.5	48.5	62.8	53.2
	(3.8)	(4.6)	(5.0)	(9.4)	(5.4)	(5.2)	(6.6)	(6.0)	(6.6)	(4.7)	(8.5)	(9.5)	(6.7)	(6.6)	(7.8)
Routinely only to special education students	23.6	38.1	18.4	7.5	25.5	21.2	19.7	25.8	24.1	24.7	22.7	20.5	32.3	19.7	23.3
	(3.2)	(4.6)	(3.9)	(6.0)	(4.7)	(4.3)	(5.3)	(5.3)	(5.7)	(4.1)	(7.2)	(7.8)	(6.2)	(5.4)	(6.6)
Routinely only to those with some disabilities	17.5	16.6	20.7	14.6	19.3	15.2	22.6	14.9	16.6	17.1	13.0	22.1	17.0	15.4	18.8
	(2.9)	(3.5)	(4.1)	(8.0)	(4.3)	(3.8)	(5.5)	(4.3)	(5.0)	(3.6)	(5.8)	(8.0)	(5.0)	(4.9)	(6.1)
Occasionally to special education students	2.6	4.9	2.1	0.0	1.9	3.6	3.3	3.9	1.2	2.3	5.4	0.0	2.1	2.1	4.2
	(1.2)	(2.0)	(1.5)	(0.0)	(1.5)	(2.0)	(2.4)	(2.4)	(1.4)	(1.4)	(3.9)	(0.0)	(1.9)	(1.9)	(3.1)
Rarely or never to special education students	0.2	0.4	0.0	0.0	0.0	0.4	0.7	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.5
	(0.3)	(0.6)	(0.0)	(0.0)	(0.0)	(0.6)	(1.1)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.0)	(1.1)
Number of respondents	463	208	199	52	250	213	127	157	179	304	87	66	134	111	143
Of students in schools providing life skills programs, percentage providing it in:*															
Grades 7 or 8	26.3	46.8	21.4	7.4	26.7	25.9	30.4	18.7	29.0	27.3	24.9	26.4	33.9	35.3	22.6
	(4.6)	(6.0)	(5.6)	(7.5)	(6.5)	(6.5)	(7.4)	(7.7)	(7.7)	(5.5)	(11.5)	(11.1)	(9.1)	(9.5)	(8.2)
Grades 9 or 10	75.8	82.5	75.9	69.3	73.9	78.3	69.3	82.3	74.0	71.5	81.1	87.8	72.7	80.7	72.1
	(3.7)	(4.0)	(4.5)	(11.0)	(5.1)	(5.2)	(7.0)	(5.9)	(5.8)	(4.7)	(8.3)	(6.3)	(6.7)	(6.3)	(7.7)
Grades 11 or 12	72.9	80.0	73.9	64.3	70.3	76.2	64.9	79.2	72.2	67.9	80.5	83.9	68.7	75.7	70.2
	(3.7)	(4.0)	(4.7)	(11.2)	(5.3)	(5.2)	(7.0)	(6.2)	(5.9)	(4.8)	(8.0)	(7.0)	(6.9)	(6.7)	(7.7)
Ungraded classes	78.9	72.9	78.6	85.3	79.1	78.7	78.5	86.5	74.0	82.5	65.7	79.3	94.9	68.3	81.3
	(4.4)	(5.6)	(5.8)	(10.2)	(6.1)	(6.3)	(7.3)	(6.9)	(7.5)	(5.0)	(12.9)	(10.4)	(4.3)	(9.8)	(8.0)
Number of respondents	253	112	104	33	136	117	72	82	99	170	46	33	68	56	89

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	93.7	90.7	82.9	94.8	88.3	89.8	89.9	91.7	87.5
	(4.4)	(4.6)	(4.1)	(3.3)	(3.4)	(5.3)	(4.7)	(4.5)	(3.9)
Number of respondents	93	115	206	78	311	67	117	127	195
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	58.1	56.6	52.4	56.7	55.7	35.5	48.9	60.6	54.6
	(9.0)	(7.1)	(5.5)	(7.7)	(5.3)	(9.5)	(7.4)	(8.4)	(6.0)
Routinely only to special education students	20.9	26.4	25.8	30.3	18.3	50.1	25.2	21.3	27.5
	(7.4)	(6.3)	(4.8)	(7.1)	(4.1)	(10.0)	(6.4)	(7.0)	(5.3)
Routinely only to those with some disabilities	17.5	14.7	19.2	13.0	23.5	8.6	22.4	15.0	15.0
	(6.9)	(5.1)	(4.3)	(5.2)	(4.5)	(5.6)	(6.2)	(6.1)	(4.3)
Occasionally to special education students	3.5	1.6	2.6	0.0	2.4	4.4	2.8	3.1	2.8
	(3.3)	(1.8)	(1.8)	(0.0)	(1.6)	(4.1)	(2.5)	(3.0)	(2.0)
Rarely or never to special education students	0.0	0.7	0.0	0.0	0.0	1.3	0.6	0.0	0.0
	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(2.3)	(1.2)	(0.0)	(0.0)
Number of respondents	85	105	169	72	269	59	105	114	165
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	22.3	47.5	20.2	35.7	21.0	50.7	39.5	25.9	23.7
	(9.9)	(11.0)	(6.3)	(9.7)	(6.1)	(11.7)	(11.7)	(9.6)	(6.8)
Grades 9 or 10	71.4	82.3	75.5	74.4	72.5	92.9	83.8	66.9	74.5
	(9.1)	(6.7)	(5.5)	(7.2)	(5.5)	(5.2)	(6.7)	(8.6)	(6.0)
Grades 11 or 12	66.7	75.0	74.1	70.4	68.6	87.4	79.4	61.6	73.3
	(9.5)	(7.6)	(5.5)	(7.5)	(5.7)	(6.4)	(7.1)	(9.0)	(5.9)
Ungraded classes	84.7	82.3	73.5	87.7	79.4	87.0	76.9	88.2	79.4
	(8.9)	(8.7)	(7.2)	(6.9)	(6.3)	(8.1)	(10.3)	(7.5)	(6.8)
Number of respondents	49	55	92	39	148	36	49	63	96

* See Appendix for percentage of youth in schools that served each grade level.

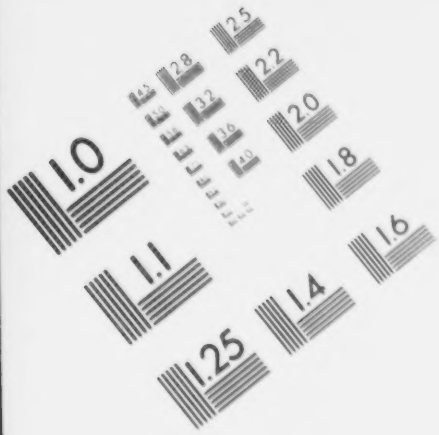
Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*															
Self-care skills	37.3	42.2	32.0	37.2	36.8	37.8	28.1	37.8	42.8	35.6	43.9	37.6	34.9	40.6	35.0
	(4.2)	(5.1)	(5.1)	(11.5)	(5.8)	(6.1)	(6.3)	(7.6)	(7.1)	(5.1)	(10.3)	(10.0)	(7.8)	(8.0)	(8.0)
Functional skills (e.g., telling time)	80.9	91.6	71.1	80.3	86.0	74.6	81.6	75.4	85.2	84.0	77.6	78.2	86.0	88.6	74.2
	(3.4)	(2.8)	(5.0)	(9.4)	(4.2)	(5.5)	(5.5)	(6.7)	(5.1)	(3.9)	(8.7)	(8.5)	(5.7)	(5.2)	(7.3)
Home care skills (e.g., cooking)	77.2	86.3	61.8	86.4	81.9	71.4	81.4	74.8	76.6	81.3	73.8	67.2	81.1	76.6	79.6
	(3.6)	(3.5)	(5.3)	(8.1)	(4.6)	(5.7)	(5.5)	(6.8)	(6.1)	(4.1)	(9.1)	(9.7)	(6.4)	(6.9)	(6.7)
Planning/goal setting	99.0	100	97.4	100	100	97.8	100	100	97.6	98.5	100	100	100	95.9	100
	(0.9)	(0.0)	(1.7)	(0.0)	(0.0)	(1.8)	(0.0)	(0.0)	(2.2)	(1.3)	(0.0)	(0.0)	(0.0)	(3.2)	(0.0)
Social skills (e.g., conflict resolution, self expression)	98.2	98.0	97.0	100	99.2	96.8	99.0	98.3	97.6	97.7	99.3	98.5	100	93.0	100
	(1.2)	(1.4)	(1.9)	(0.0)	(1.0)	(2.2)	(1.4)	(2.0)	(2.2)	(1.6)	(1.8)	(2.5)	(0.0)	(4.2)	(0.0)
Use of community resources	87.8	94.8	80.6	88.4	88.7	86.6	90.2	91.0	83.4	85.6	91.7	92.6	88.3	83.6	86.2
	(2.8)	(2.3)	(4.3)	(7.6)	(3.8)	(4.3)	(4.2)	(4.5)	(5.3)	(3.7)	(5.7)	(5.4)	(5.2)	(6.0)	(5.8)
Number of respondents	392	169	172	49	214	178	116	135	141	257	79	51	98	93	135
Percentage in schools with life skills programs for the severely impaired that included training in:**															
Self-care skills	72.3	64.0	89.6	53.4	73.1	71.4	64.7	74.9	74.4	70.7	70.5	82.3	81.8	71.0	63.2
	(4.0)	(5.0)	(3.5)	(14.2)	(5.6)	(5.8)	(7.4)	(7.0)	(6.3)	(5.0)	(10.5)	(7.9)	(6.0)	(7.4)	(9.1)
Functional skills (e.g., telling time)	81.1	87.2	71.5	87.7	80.7	81.6	79.7	82.4	80.7	85.0	77.1	73.6	83.2	83.3	81.1
	(3.5)	(3.5)	(5.1)	(9.3)	(5.0)	(5.0)	(6.3)	(6.1)	(5.7)	(3.9)	(9.6)	(9.1)	(5.8)	(6.1)	(7.4)
Home care skills (e.g., cooking)	77.8	83.5	76.5	68.5	81.8	72.9	80.1	77.3	76.9	78.2	71.4	85.0	81.1	78.9	73.8
	(3.7)	(3.9)	(4.8)	(13.2)	(4.9)	(5.7)	(6.2)	(6.7)	(6.0)	(4.5)	(10.4)	(7.4)	(6.1)	(6.7)	(8.3)
Planning/goal setting	99.4	98.8	99.6	100	99.3	99.4	99.3	99.5	99.4	99.1	100	100	98.7	99.0	100
	(0.7)	(1.1)	(0.7)	(0.0)	(1.0)	(1.0)	(1.3)	(1.2)	(1.1)	(1.1)	(0.0)	(0.0)	(1.8)	(1.6)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.8	97.4	99.8	94.4	97.0	98.8	98.8	98.7	96.3	98.5	94.7	99.3	94.0	97.9	100
	(1.3)	(1.6)	(0.5)	(6.5)	(2.2)	(1.4)	(1.7)	(1.8)	(2.7)	(1.3)	(5.1)	(1.8)	(3.7)	(2.3)	(0.0)
Use of community resources	90.6	93.9	93.7	77.2	86.5	95.6	97.5	92.8	84.3	91.5	85.0	94.3	91.4	92.5	87.4
	(2.6)	(2.5)	(2.7)	(11.9)	(4.3)	(2.6)	(2.4)	(4.1)	(5.2)	(3.0)	(8.2)	(4.8)	(4.3)	(4.3)	(6.2)
Number of respondents	363	166	161	34	192	171	95	128	140	243	65	51	108	93	106

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.



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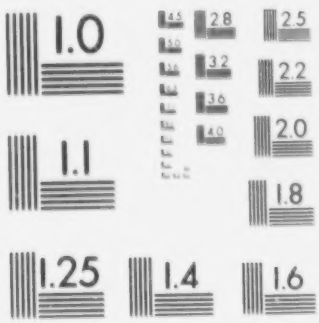

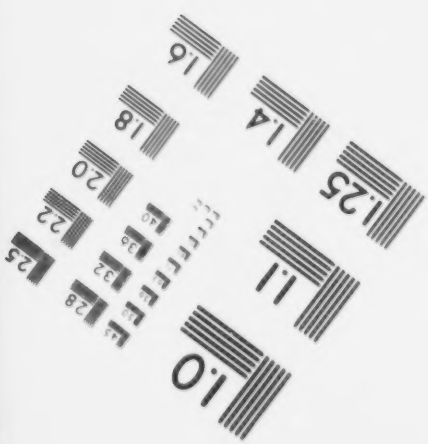

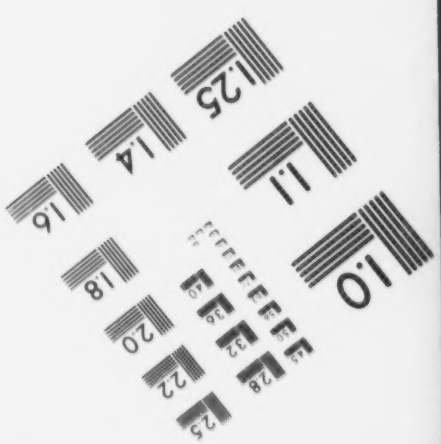

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Table 268: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	43.9	40.2	28.5	51.7	26.8	56.8	41.2	32.5	37.5
	(10.3)	(8.9)	(5.8)	(8.3)	(5.5)	(10.5)	(8.9)	(8.9)	(6.7)
Functional skills (e.g., telling time)	88.1	79.0	77.9	93.4	73.1	86.3	85.2	82.4	78.3
	(6.7)	(7.4)	(5.3)	(4.1)	(5.5)	(7.3)	(6.4)	(7.2)	(5.7)
Home care skills (e.g., cooking)	88.1	72.8	74.3	85.6	75.2	76.0	83.6	83.5	70.5
	(6.7)	(8.1)	(5.6)	(5.8)	(5.4)	(9.1)	(6.7)	(7.1)	(6.3)
Planning/goal setting	100	95.6	100	100	98.2	100	96.2	100	100
	(0.0)	(3.8)	(0.0)	(0.0)	(1.7)	(0.0)	(3.5)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.5	95.6	100	96.7	97.6	100	94.2	99.3	100
	(3.2)	(3.8)	(0.0)	(3.0)	(1.9)	(0.0)	(4.2)	(1.6)	(0.0)
Use of community resources	82.2	84.2	90.0	88.4	84.3	87.0	84.9	82.4	89.2
	(7.9)	(6.7)	(3.9)	(5.3)	(4.6)	(7.1)	(6.5)	(7.2)	(4.3)
Number of respondents	70	86	148	63	229	46	89	95	141
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	64.9	76.8	73.4	69.1	73.4	76.4	70.9	63.7	81.9
	(10.4)	(7.5)	(6.1)	(7.9)	(5.8)	(8.9)	(8.8)	(9.1)	(5.5)
Functional skills (e.g., telling time)	89.5	82.6	72.7	91.1	78.4	77.9	83.0	83.9	80.1
	(6.6)	(6.8)	(6.2)	(4.9)	(5.4)	(8.7)	(7.3)	(7.0)	(5.7)
Home care skills (e.g., cooking)	76.6	77.6	76.5	85.6	80.8	67.2	75.4	81.6	74.5
	(9.2)	(7.4)	(5.9)	(6.0)	(5.1)	(9.9)	(8.3)	(7.4)	(6.3)
Planning/goal setting	100	98.2	99.3	98.5	99.7	98.3	97.4	100	100
	(0.0)	(2.4)	(1.1)	(2.1)	(0.7)	(2.7)	(3.1)	(0.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	98.0	93.8	99.7	96.7	97.5	98.3	97.0	95.1	99.7
	(3.1)	(4.3)	(0.8)	(3.1)	(2.1)	(2.7)	(3.3)	(4.1)	(0.8)
Use of community resources	89.2	88.1	91.2	96.9	89.7	94.9	94.7	83.5	92.8
	(6.7)	(5.8)	(3.9)	(3.0)	(4.0)	(4.6)	(4.3)	(7.1)	(3.7)
Number of respondents	64	90	127	59	211	47	78	95	130

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*															
Self-care skills	76.9	68.4	92.1	61.1	76.8	77.0	75.7	75.1	79.3	73.0	80.8	88.1	90.8	74.9	62.9
	(4.2)	(5.7)	(3.3)	(14.1)	(5.9)	(6.0)	(7.6)	(7.8)	(6.3)	(5.5)	(10.1)	(7.1)	(4.8)	(8.1)	(10.3)
Functional skills (e.g., telling time)	83.9	90.6	91.0	61.1	78.5	90.4	79.6	87.6	83.0	82.1	82.7	93.4	88.2	87.0	80.4
	(3.7)	(3.6)	(3.5)	(14.1)	(5.8)	(4.2)	(7.1)	(6.0)	(5.8)	(4.7)	(9.7)	(5.5)	(5.3)	(6.3)	(8.5)
Home care skills (e.g., cooking)	66.3	89.2	55.0	49.7	62.8	70.6	72.9	67.4	61.4	65.9	69.0	59.8	70.3	59.8	62.3
	(4.7)	(3.8)	(6.1)	(14.4)	(6.8)	(6.5)	(7.8)	(8.5)	(7.6)	(5.8)	(11.9)	(10.8)	(7.5)	(9.1)	(10.4)
Planning/goal setting	95.1	95.6	98.6	89.7	95.5	94.6	93.0	93.4	97.9	96.0	90.1	98.1	97.0	93.8	97.7
	(2.2)	(2.5)	(1.5)	(8.8)	(2.9)	(3.2)	(4.5)	(4.5)	(2.2)	(2.4)	(7.7)	(3.0)	(2.8)	(4.5)	(3.2)
Social skills (e.g., conflict resolution, self expression)	92.1	95.6	90.1	89.7	92.5	91.5	93.4	88.8	94.4	92.8	91.2	89.0	92.0	87.7	95.6
	(2.7)	(2.5)	(3.7)	(8.8)	(3.7)	(4.0)	(4.4)	(5.7)	(3.6)	(3.2)	(7.3)	(6.9)	(4.5)	(6.1)	(4.4)
Use of community resources	90.2	98.7	89.5	76.9	87.9	92.8	94.9	92.6	85.2	87.8	96.5	90.7	92.4	87.9	84.1
	(3.0)	(1.4)	(3.8)	(12.2)	(4.6)	(3.7)	(3.9)	(4.7)	(5.5)	(4.0)	(4.7)	(6.4)	(4.4)	(6.1)	(7.8)
Number of respondents	294	120	137	33	157	137	74	101	119	192	52	45	96	71	82

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	67.5	80.7	79.1	80.1	79.4	73.3	75.5	70.7	84.1
	(11.0)	(7.8)	(6.4)	(7.6)	(5.9)	(9.5)	(9.1)	(10.1)	(5.7)
Functional skills (e.g., telling time)	81.0	83.6	89.2	82.2	88.6	83.8	85.8	82.2	86.7
	(9.2)	(7.3)	(4.9)	(7.3)	(4.6)	(7.9)	(7.4)	(8.5)	(5.3)
Home care skills (e.g., cooking)	67.0	59.5	68.5	59.8	66.7	74.9	75.4	56.5	60.3
	(11.0)	(9.7)	(7.3)	(9.3)	(6.9)	(9.3)	(9.1)	(11.0)	(7.6)
Planning/goal setting	98.7	95.5	95.4	90.1	97.3	100	96.1	95.1	97.3
	(2.6)	(4.1)	(3.3)	(5.7)	(2.4)	(0.0)	(4.1)	(4.8)	(2.5)
Social skills (e.g., conflict resolution, self expression)	94.2	91.6	94.7	83.1	93.2	100	92.4	91.0	93.0
	(5.5)	(5.5)	(3.5)	(7.1)	(3.7)	(0.0)	(5.6)	(6.4)	(4.0)
Use of community resources	82.5	90.9	94.7	86.0	87.0	100	90.5	79.8	92.3
	(8.9)	(5.7)	(3.5)	(6.6)	(4.9)	(0.0)	(6.2)	(8.9)	(4.2)
Number of respondents	55	74	98	48	168	45	65	69	111

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH ORTHOPEDIC IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage who attended secondary school in communities with educational resources that included:															
Special secondary schools for students with disabilities	68.4	85.9	61.9	53.6	67.3	69.7	69.7	68.7	67.3	74.0	64.9	48.8	73.3	73.4	73.8
	(3.5)	(3.2)	(4.5)	(11.2)	(4.9)	(5.0)	(5.6)	(6.5)	(5.7)	(4.1)	(8.8)	(8.7)	(6.0)	(6.3)	(6.5)
Alternative/continuation schools	70.0	89.2	62.1	54.2	69.8	70.3	72.2	70.4	68.4	74.5	64.7	61.0	74.3	77.6	68.9
	(3.5)	(2.8)	(4.5)	(11.1)	(4.9)	(5.0)	(5.6)	(6.5)	(5.7)	(4.1)	(8.8)	(8.5)	(6.0)	(6.0)	(6.9)
Vocational secondary schools	70.3	91.4	58.6	57.1	69.4	71.3	78.5	69.2	65.8	76.9	62.2	55.6	80.5	80.1	63.4
	(3.5)	(2.5)	(4.6)	(11.1)	(4.9)	(4.9)	(5.1)	(6.5)	(5.7)	(3.9)	(8.9)	(8.6)	(5.4)	(5.6)	(7.2)
Magnet secondary schools	35.1	60.5	23.6	14.8	38.5	31.0	38.8	31.3	35.9	39.0	26.9	33.4	32.5	39.8	42.6
	(3.7)	(4.5)	(4.1)	(8.1)	(5.3)	(5.1)	(6.2)	(6.7)	(6.0)	(4.7)	(8.2)	(8.4)	(6.6)	(7.2)	(7.4)
Postsecondary schools with programs for students with disabilities	82.4	90.4	83.2	68.0	82.2	82.5	81.1	80.0	85.1	82.3	79.3	88.8	86.1	86.5	83.8
	(3.0)	(2.7)	(3.7)	(11.1)	(4.2)	(4.3)	(5.2)	(5.7)	(4.5)	(3.7)	(7.6)	(5.8)	(5.0)	(5.0)	(5.6)
Number of respondents	473	208	213	49	254	219	132	160	179	305	98	64	125	114	162
Percentage who attended secondary school in communities with adult services that included:															
Work facilities for adults with disabilities (e.g., sheltered workshops)	95.7	98.9	94.2	93.5	97.3	93.8	94.6	97.8	94.8	96.3	92.4	98.5	95.6	95.2	96.9
	(1.5)	(1.0)	(2.2)	(5.5)	(1.7)	(2.6)	(2.9)	(2.1)	(2.7)	(1.8)	(4.9)	(2.1)	(2.8)	(3.0)	(2.7)
Group homes for adults with disabilities	78.4	93.3	74.6	60.9	80.8	75.5	80.0	76.7	78.8	85.0	68.8	68.8	84.6	88.7	75.3
	(3.2)	(2.3)	(4.1)	(11.4)	(4.2)	(4.7)	(5.1)	(6.1)	(4.9)	(3.4)	(8.7)	(7.9)	(5.0)	(4.5)	(6.6)
Public job training programs (e.g., JTPA)	95.2	94.5	97.3	92.3	93.5	97.2	93.7	96.8	94.8	94.1	97.5	96.8	94.9	97.3	95.1
	(1.7)	(2.2)	(1.5)	(6.2)	(2.7)	(1.9)	(3.3)	(2.5)	(2.7)	(2.3)	(3.0)	(3.1)	(3.1)	(2.3)	(3.4)
Centers for independent living	67.9	86.5	66.3	36.2	69.5	66.1	72.9	66.3	66.3	73.6	60.0	59.1	76.6	79.1	65.3
	(3.7)	(3.3)	(4.5)	(12.0)	(5.2)	(5.4)	(6.1)	(7.0)	(5.9)	(4.4)	(9.5)	(8.8)	(5.9)	(5.9)	(7.8)
Advocacy groups for people with disabilities	95.1	98.9	99.6	77.8	97.3	92.5	98.5	92.5	95.0	96.4	88.2	100	96.4	99.4	94.3
	(1.7)	(1.0)	(0.6)	(9.8)	(1.7)	(2.9)	(1.5)	(3.8)	(2.7)	(1.8)	(6.1)	(0.0)	(2.6)	(1.1)	(3.6)
Support or social groups for people with disabilities	81.6	96.5	75.0	68.0	84.2	78.5	84.8	80.5	80.1	86.7	77.7	66.4	91.7	89.7	75.3
	(3.1)	(1.8)	(4.1)	(11.3)	(4.0)	(4.7)	(4.5)	(6.0)	(5.0)	(3.3)	(8.3)	(8.4)	(3.9)	(4.6)	(6.7)
Accommodations on public transportation for people with disabilities	89.0	96.7	96.0	64.3	89.6	88.4	83.2	93.9	88.7	91.2	83.5	86.9	84.1	94.6	92.3
	(2.4)	(1.7)	(1.9)	(11.0)	(3.3)	(3.6)	(4.9)	(3.5)	(3.9)	(2.7)	(7.1)	(5.9)	(5.2)	(3.3)	(4.2)
Number of respondents	460	188	221	44	245	215	122	145	183	295	87	68	131	109	138

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH ORTHOPEDIC IMPAIRMENTS ATTENDED SECONDARY SCHOOL

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	76.8	79.3	64.9	86.4	65.8	81.9	73.0	81.1	67.9
	(7.8)	(6.5)	(5.2)	(5.3)	(5.1)	(6.7)	(7.2)	(6.6)	(5.4)
Alternative/continuation schools	78.6	74.1	64.6	91.2	62.4	86.5	71.7	73.8	73.8
	(7.5)	(7.2)	(5.2)	(4.5)	(5.3)	(6.0)	(7.4)	(7.4)	(5.2)
Vocational secondary schools	75.6	80.6	64.5	88.1	69.9	67.4	84.6	73.4	64.7
	(7.9)	(6.4)	(5.2)	(5.1)	(4.9)	(8.2)	(5.8)	(7.4)	(5.6)
Magnet secondary schools	43.2	43.1	27.5	60.3	28.3	53.2	45.4	41.6	31.8
	(9.1)	(8.3)	(5.0)	(8.1)	(5.0)	(8.7)	(8.4)	(8.4)	(5.6)
Postsecondary schools with programs for students with disabilities	83.0	90.9	81.8	85.5	83.5	92.0	86.5	84.8	84.4
	(7.1)	(4.9)	(4.3)	(5.7)	(4.2)	(4.8)	(5.8)	(6.3)	(4.4)
Number of respondents	84	99	193	63	279	65	102	111	186
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	97.6	96.4	94.8	93.7	96.0	100	98.1	94.9	95.0
	(2.8)	(3.0)	(2.5)	(3.7)	(2.1)	(0.0)	(2.2)	(3.7)	(2.6)
Group homes for adults with disabilities	81.5	85.9	78.1	95.3	75.6	80.5	83.6	87.3	77.0
	(7.2)	(5.7)	(4.6)	(3.3)	(4.7)	(7.0)	(6.1)	(5.6)	(5.0)
Public job training programs (e.g., JTPA)	96.9	92.4	96.9	97.4	95.0	97.5	94.6	96.9	95.6
	(3.3)	(4.4)	(2.0)	(2.5)	(2.5)	(2.9)	(3.8)	(3.0)	(2.5)
Centers for independent living	70.3	79.4	68.6	91.2	64.6	76.7	70.5	79.3	72.0
	(8.8)	(7.0)	(5.4)	(4.6)	(5.5)	(7.8)	(7.7)	(7.2)	(5.6)
Advocacy groups for people with disabilities	96.8	96.4	95.9	100	95.3	99.0	97.2	95.8	96.6
	(3.3)	(3.0)	(2.2)	(0.0)	(2.3)	(1.8)	(2.7)	(3.4)	(2.2)
Support or social groups for people with disabilities	84.3	92.2	79.1	97.9	78.8	81.7	88.3	91.6	77.6
	(7.0)	(4.6)	(4.6)	(2.3)	(4.6)	(7.0)	(5.5)	(4.8)	(5.1)
Accommodations on public transportation for people with disabilities	87.7	87.2	95.7	93.5	89.7	91.3	85.4	92.1	93.4
	(6.1)	(5.5)	(2.3)	(3.8)	(3.4)	(5.0)	(5.7)	(4.7)	(3.1)
Number of respondents	81	96	181	66	275	59	100	108	174

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage ever received:															
Job training	52.8	58.5	55.0	46.9	55.3	49.8	40.6	49.9	63.2	53.3	52.7	53.3	52.7	59.8	54.1
	(3.1)	(3.7)	(4.3)	(10.0)	(4.4)	(4.5)	(5.0)	(5.9)	(4.7)	(3.9)	(7.9)	(6.2)	(5.9)	(5.5)	(6.1)
Speech/language therapy	46.8	45.7	51.7	39.8	51.6	41.2	54.2	41.4	46.9	54.1	28.2	45.2	65.5	59.5	35.4
	(3.1)	(3.8)	(4.3)	(9.8)	(4.4)	(4.4)	(5.1)	(5.9)	(4.9)	(3.9)	(7.2)	(6.2)	(5.6)	(5.5)	(5.8)
Personal counseling/ therapy	34.5	35.9	37.8	32.1	39.8	28.3	33.4	31.9	37.7	36.2	29.5	36.4	38.6	39.8	36.2
	(3.0)	(3.6)	(4.2)	(9.4)	(4.3)	(4.0)	(4.8)	(5.6)	(4.8)	(3.8)	(7.3)	(6.0)	(5.7)	(5.5)	(5.8)
Occupational therapy/ life skills training	57.0	58.6	71.2	40.0	56.3	57.7	61.9	47.8	62.1	62.5	45.2	54.6	67.6	73.2	46.0
	(3.1)	(3.7)	(3.9)	(9.7)	(4.4)	(4.4)	(5.0)	(5.9)	(4.8)	(3.8)	(7.9)	(6.2)	(5.5)	(4.9)	(6.1)
A tutor, reader, or interpreter	34.3	35.9	32.4	34.8	38.8	29.1	38.0	30.9	35.0	39.7	18.5	36.8	36.6	38.2	41.3
	(3.0)	(3.6)	(4.0)	(9.6)	(4.3)	(4.1)	(5.0)	(5.5)	(4.7)	(3.9)	(6.2)	(6.1)	(5.7)	(5.4)	(6.0)
Physical therapy/mobility training	71.4	74.9	75.4	61.1	75.8	66.3	72.4	68.6	73.3	75.6	67.7	64.8	93.5	85.1	60.5
	(2.8)	(3.3)	(3.7)	(9.8)	(3.8)	(4.2)	(4.6)	(5.5)	(4.4)	(3.4)	(7.5)	(5.9)	(2.9)	(4.0)	(5.9)
Help with transportation because of disability	67.1	75.9	71.8	45.3	68.9	65.0	68.1	60.8	72.1	72.4	56.7	62.9	87.7	78.8	52.5
	(3.0)	(3.2)	(3.9)	(10.0)	(4.1)	(4.3)	(4.8)	(5.8)	(4.4)	(3.5)	(7.9)	(6.0)	(3.9)	(4.6)	(6.1)
Number of respondents	745	310	281	68	396	349	218	231	293	463	133	137	186	197	253

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	54.8	55.3	57.8	51.5	56.3	51.1	53.3	56.3	57.1
	(7.3)	(6.5)	(4.6)	(5.6)	(4.7)	(6.8)	(6.4)	(6.6)	(5.0)
Speech/language therapy	49.8	50.7	50.4	50.1	54.1	39.0	48.0	50.0	54.2
	(7.3)	(6.5)	(4.7)	(5.6)	(4.7)	(6.7)	(6.5)	(6.6)	(5.0)
Personal counseling/ therapy	32.8	38.8	43.8	36.4	41.4	24.1	30.3	40.1	43.3
	(6.9)	(6.3)	(4.6)	(5.4)	(4.6)	(5.9)	(5.9)	(6.5)	(5.0)
Occupational therapy/ life skills training	53.0	58.4	71.1	68.1	60.9	45.3	52.7	58.3	69.5
	(7.3)	(6.4)	(4.2)	(5.2)	(4.6)	(6.9)	(6.5)	(6.6)	(4.7)
A tutor, reader, or interpreter	39.1	37.0	38.0	37.9	37.4	40.8	43.9	32.0	40.7
	(7.1)	(6.3)	(4.5)	(5.5)	(4.6)	(6.7)	(6.4)	(6.2)	(5.0)
Physical therapy/mobility training	74.1	77.9	80.5	81.4	78.3	60.1	71.3	78.4	81.9
	(6.4)	(5.4)	(3.7)	(4.4)	(3.9)	(6.7)	(5.8)	(5.5)	(3.9)
Help with transportation because of disability	67.7	68.9	73.9	82.0	66.6	64.2	66.7	70.0	72.9
	(6.8)	(6.0)	(4.1)	(4.3)	(4.4)	(6.5)	(6.0)	(6.1)	(4.5)
Number of respondents	140	169	278	137	402	109	174	193	261

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received in past year:															
Job training	43.4	48.2	46.9	41.5	46.2	39.9	35.7	44.9	46.9	49.6	46.1	18.8	39.9	51.8	44.9
	(3.1)	(3.8)	(4.3)	(9.8)	(4.4)	(4.4)	(4.9)	(5.9)	(4.9)	(3.9)	(7.9)	(4.9)	(5.8)	(5.6)	(6.0)
Speech/language therapy	22.0	24.2	26.0	12.9	23.1	20.7	30.1	19.9	18.6	29.0	12.0	9.4	39.6	22.9	11.0
	(2.6)	(3.2)	(3.8)	(6.7)	(3.7)	(3.6)	(4.7)	(4.8)	(3.8)	(3.6)	(5.2)	(3.6)	(5.8)	(4.7)	(3.8)
Personal counseling/ therapy	18.9	19.1	24.5	13.3	21.3	16.0	19.6	18.2	19.0	21.3	17.0	13.4	25.9	21.2	15.9
	(2.5)	(3.0)	(3.7)	(6.8)	(3.6)	(3.3)	(4.1)	(4.6)	(3.9)	(3.2)	(6.0)	(4.3)	(5.2)	(4.6)	(4.4)
Occupational therapy/ life skills training	37.3	39.4	47.6	25.9	35.8	39.1	41.9	30.6	40.4	45.9	33.9	10.8	49.8	43.6	28.4
	(3.0)	(3.7)	(4.3)	(8.7)	(4.2)	(4.4)	(5.0)	(5.5)	(4.8)	(3.9)	(7.5)	(3.9)	(5.9)	(5.5)	(5.5)
A tutor, reader, or interpreter	17.3	16.5	13.7	22.5	21.2	12.8	24.0	15.0	15.0	23.9	6.6	6.8	26.4	15.5	17.6
	(2.4)	(2.8)	(3.0)	(8.4)	(3.6)	(3.0)	(4.4)	(4.3)	(3.5)	(3.4)	(4.0)	(3.2)	(5.2)	(4.0)	(4.6)
Physical therapy/mobility training	44.0	47.1	48.2	36.5	46.5	41.1	54.2	42.4	38.8	53.0	38.5	19.8	67.2	54.9	25.9
	(3.1)	(3.8)	(4.3)	(9.7)	(4.4)	(4.4)	(5.1)	(5.9)	(4.8)	(4.0)	(7.8)	(5.0)	(5.5)	(5.6)	(5.3)
Help with transportation because of disability	75.1	81.9	82.9	60.1	78.8	70.8	80.7	70.0	76.1	82.8	77.1	45.9	89.7	75.1	61.7
	(2.7)	(2.9)	(3.2)	(9.8)	(3.6)	(4.1)	(4.1)	(5.5)	(4.2)	(3.0)	(6.7)	(6.2)	(3.6)	(4.8)	(5.9)
Number of respondents	744	310	281	68	395	346	218	229	293	462	133	137	186	196	253

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	43.0	48.8	48.2	41.5	47.6	34.3	41.9	50.3	46.6
	(7.2)	(6.5)	(4.7)	(5.5)	(4.7)	(6.5)	(6.3)	(6.6)	(5.1)
Speech/language therapy	20.8	25.0	19.5	31.2	21.2	18.8	27.5	18.8	21.0
	(6.0)	(5.6)	(3.7)	(5.2)	(3.8)	(5.4)	(5.8)	(5.2)	(4.1)
Personal counseling/ therapy	14.2	21.4	25.2	20.9	21.0	13.7	14.5	18.4	26.9
	(5.1)	(5.4)	(4.1)	(4.5)	(3.8)	(4.7)	(4.5)	(5.2)	(4.5)
Occupational therapy/ life skills training	34.6	37.9	45.7	48.1	38.3	29.4	36.3	41.7	39.9
	(7.0)	(6.3)	(4.7)	(5.6)	(4.6)	(6.3)	(6.2)	(6.6)	(5.0)
A tutor, reader, or interpreter	22.4	17.3	16.5	11.5	20.3	21.2	22.7	19.8	15.5
	(6.1)	(4.9)	(3.5)	(3.6)	(3.8)	(5.6)	(5.4)	(5.3)	(3.7)
Physical therapy/mobility training	42.3	54.1	44.5	55.8	45.9	33.1	47.8	39.9	51.4
	(7.3)	(6.5)	(4.6)	(5.6)	(4.7)	(6.5)	(6.5)	(6.5)	(5.1)
Help with transportation because of disability	69.1	72.0	78.4	78.9	72.6	63.7	73.1	74.9	71.5
	(6.7)	(5.8)	(3.8)	(4.6)	(4.2)	(6.5)	(5.7)	(5.8)	(4.6)
Number of respondents	138	168	278	135	401	108	173	192	261

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average number:															
Services ever received	3.6	3.8	3.9	2.9	3.8	3.3	3.7	3.2	3.8	3.9	2.8	3.5	4.4	4.3	3.2
	(0.1)	(0.1)	(0.1)	(0.4)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)
Services received in past year	2.5	2.7	2.9	2.0	2.7	2.4	2.8	2.4	2.5	3.0	2.2	1.2	3.4	2.8	2.0
	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	757	315	282	70	404	353	220	235	302	468	137	142	189	199	255
Of those in secondary school in the past year, percentage receiving that year from their school:*															
Job training	44.2	51.1	50.8	36.7	45.5	42.7	35.2	39.5	58.3	47.1	38.3	---	43.1	51.2	43.2
	(3.4)	(4.1)	(4.8)	(10.2)	(4.8)	(4.9)	(4.9)	(6.1)	(6.2)	(3.9)	(7.7)		(6.3)	(6.2)	(6.5)
Speech/language therapy	23.4	26.2	28.2	12.8	23.8	22.8	30.3	18.1	23.4	27.7	12.0	---	41.4	24.3	12.6
	(2.9)	(3.6)	(4.3)	(7.1)	(4.1)	(4.2)	(4.8)	(4.8)	(5.4)	(3.5)	(5.2)		(6.3)	(5.4)	(4.4)
Personal counseling/ therapy	16.1	15.9	20.8	12.8	18.5	13.1	15.2	15.2	17.9	17.0	14.3	---	23.6	18.3	11.6
	(2.6)	(3.0)	(3.9)	(7.1)	(3.8)	(3.4)	(3.7)	(4.5)	(4.9)	(3.0)	(5.6)		(5.4)	(4.8)	(4.2)
Occupational therapy/ life skills training	40.2	41.8	53.9	27.2	37.4	43.6	39.9	31.1	52.2	43.8	32.4	---	52.7	47.2	30.0
	(3.4)	(4.1)	(4.8)	(9.3)	(4.7)	(4.9)	(5.1)	(5.7)	(6.3)	(3.9)	(7.4)		(6.4)	(6.2)	(6.0)
A tutor, reader, or interpreter	18.0	16.0	14.4	22.9	22.4	12.7	24.2	14.3	16.7	22.5	5.7	---	24.9	16.9	19.0
	(2.7)	(3.0)	(3.4)	(8.9)	(4.1)	(3.3)	(4.4)	(4.3)	(4.8)	(3.3)	(3.7)		(5.6)	(4.7)	(5.2)
Physical therapy/mobility training	42.1	42.6	49.5	37.7	45.6	37.8	45.2	39.7	42.1	46.3	32.0	---	67.1	49.9	22.4
	(3.4)	(4.1)	(4.8)	(10.3)	(4.8)	(4.9)	(5.2)	(6.1)	(6.3)	(3.9)	(7.5)		(6.0)	(6.3)	(5.5)
Help with transportation because of disability	53.1	61.2	64.6	27.8	53.0	53.3	49.4	49.6	61.1	56.1	47.2	---	79.5	59.4	35.0
	(3.5)	(4.0)	(4.6)	(9.5)	(4.8)	(5.0)	(5.2)	(6.2)	(6.2)	(3.9)	(7.9)		(5.2)	(6.1)	(6.3)
Number of respondents	605	263	224	61	326	279	214	212	178	462	133	0	158	157	216
Of those in secondary school in the past year, average number of services received that year from school*	2.3	2.5	2.8	1.7	2.4	2.2	2.4	2.0	2.7	2.6	1.7	---	3.3	2.7	1.7
	(0.1)	(0.1)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)		(0.2)	(0.2)	(0.2)
Number of respondents	615	265	225	63	331	284	216	217	182	468	137	0	160	160	217

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	3.6	3.9	4.2	4.0	3.9	3.2	3.6	3.8	4.2
	(0.3)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Services received in past year	2.4	2.8	2.8	2.8	2.6	2.1	2.6	2.6	2.7
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	143	170	280	140	406	112	178	194	262
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	47.2	43.4	48.7	40.8	45.9	41.1	45.1	46.5	46.8
	(8.1)	(6.8)	(5.2)	(6.0)	(5.2)	(7.5)	(6.9)	(7.3)	(5.6)
Speech/language therapy	21.4	26.9	21.6	34.7	21.0	22.8	30.2	18.3	23.5
	(6.6)	(6.1)	(4.3)	(5.8)	(4.3)	(6.4)	(6.4)	(5.6)	(4.7)
Personal counseling/ therapy	14.1	19.5	16.7	20.1	16.0	14.2	12.0	14.2	24.2
	(5.6)	(5.5)	(3.9)	(4.9)	(3.9)	(5.3)	(4.5)	(5.1)	(4.8)
Occupational therapy/ life skills training	37.5	38.5	49.6	50.2	40.8	34.5	38.7	44.1	43.0
	(7.8)	(6.7)	(5.2)	(6.1)	(5.1)	(7.2)	(6.7)	(7.2)	(5.5)
A tutor, reader, or interpreter	24.1	16.8	16.0	10.2	21.2	24.3	22.2	21.5	15.6
	(6.9)	(5.1)	(3.8)	(3.7)	(4.3)	(6.5)	(5.7)	(6.0)	(4.1)
Physical therapy/mobility training	38.3	49.1	44.0	51.1	44.8	22.9	40.4	38.3	51.1
	(7.9)	(6.9)	(5.1)	(6.1)	(5.2)	(6.4)	(6.8)	(7.1)	(5.6)
Help with transportation because of disability	48.7	57.1	60.2	65.9	50.6	53.8	55.0	53.0	56.2
	(8.0)	(6.8)	(5.1)	(5.8)	(5.2)	(7.5)	(6.8)	(7.3)	(5.6)
Number of respondents	114	151	226	115	325	89	152	159	214
Of those in secondary school in the past year, average number of services received that year from school*	2.3	2.5	2.6	2.7	2.4	2.1	2.4	2.4	2.6
	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	118	152	227	118	328	91	155	161	215

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received vocational services:															
Never	69.2	73.8	66.3	69.6	70.0	68.3	84.3	68.1	59.7	74.4	63.5	53.0	77.6	73.1	74.4
	(3.1)	(3.5)	(4.5)	(10.5)	(4.5)	(4.1)	(4.0)	(5.7)	(5.4)	(3.6)	(8.1)	(7.3)	(5.3)	(5.3)	(5.3)
For less than 6 months	7.1	8.3	7.1	4.0	7.1	7.1	6.2	6.5	8.4	6.1	10.0	8.1	5.5	6.9	5.4
	(1.7)	(2.2)	(2.4)	(4.5)	(2.5)	(2.3)	(2.6)	(3.0)	(3.0)	(2.0)	(5.0)	(4.0)	(2.9)	(3.0)	(2.7)
6 to 12 months	11.2	6.3	12.9	15.6	11.3	11.1	5.5	15.9	10.9	10.3	13.2	12.7	10.7	7.3	10.4
	(2.1)	(1.9)	(3.2)	(8.3)	(3.1)	(2.8)	(2.5)	(4.5)	(3.4)	(2.5)	(5.7)	(4.9)	(3.9)	(3.1)	(3.7)
13 to 24 months	7.0	6.0	5.9	7.0	6.4	7.6	3.1	2.8	13.4	4.9	4.9	18.8	3.8	6.2	5.2
	(1.7)	(1.9)	(2.2)	(5.8)	(2.4)	(2.4)	(1.9)	(2.0)	(3.7)	(1.8)	(3.6)	(5.7)	(2.4)	(2.9)	(2.7)
More than 24 months	5.5	5.5	7.8	3.9	5.2	5.9	0.9	6.8	7.6	4.3	8.4	7.4	2.4	6.4	4.6
	(1.5)	(1.8)	(2.6)	(4.4)	(2.2)	(2.1)	(1.0)	(3.1)	(2.9)	(1.7)	(4.6)	(3.8)	(1.9)	(2.9)	(2.5)
Number of respondents	649	284	237	56	342	307	194	205	250	433	107	109	170	175	231
Percentage received following hours of vocational services in the past year:															
None	59.1	51.3	54.3	64.4	56.2	62.8	66.2	65.9	47.8	56.3	63.4	63.6	60.4	55.1	59.5
	(3.2)	(3.9)	(4.4)	(9.8)	(4.6)	(4.2)	(4.9)	(5.5)	(5.4)	(4.1)	(7.2)	(6.8)	(6.1)	(5.9)	(5.9)
Fewer than 80 hours	3.2	4.8	3.4	0.9	3.4	3.0	3.6	3.3	2.8	3.9	2.4	1.3	5.1	3.0	3.5
	(1.1)	(1.7)	(1.6)	(1.9)	(1.7)	(1.5)	(1.9)	(2.1)	(1.8)	(1.6)	(2.3)	(1.6)	(2.8)	(2.0)	(2.2)
80 to 240 hours	21.3	28.0	27.6	8.2	22.7	19.5	22.2	19.7	22.0	24.4	19.4	9.9	18.0	30.1	19.2
	(2.6)	(3.5)	(4.0)	(5.6)	(3.9)	(3.5)	(4.3)	(4.6)	(4.5)	(3.5)	(5.9)	(4.2)	(4.8)	(5.5)	(4.8)
241 to 600 hours	13.3	13.8	11.3	20.5	14.7	11.5	7.5	9.3	21.1	13.9	9.7	16.6	16.1	9.6	13.7
	(2.2)	(2.7)	(2.8)	(8.2)	(3.3)	(2.8)	(2.7)	(3.4)	(4.4)	(2.8)	(4.4)	(5.3)	(4.6)	(3.5)	(4.1)
More than 600 hours	3.1	2.1	3.4	6.0	3.1	3.3	0.5	1.8	6.3	1.4	5.1	8.4	0.5	2.2	4.1
	(1.1)	(1.1)	(1.6)	(4.8)	(1.6)	(1.6)	(0.7)	(1.5)	(2.6)	(1.0)	(3.3)	(3.9)	(0.8)	(1.8)	(2.4)
Number of respondents	684	288	263	64	371	313	214	217	253	437	128	109	171	176	231
Average hours of vocational services provided recipients in past year	118	116	121	163	123	112	62.3	80.8	193	106	128	167	99.7	104	127
	(13.7)	(14.0)	(17.3)	(60.9)	(19.2)	(19.1)	(11.5)	(18.4)	(30.5)	(13.5)	(40.1)	(41.8)	(20.5)	(19.9)	(27.8)
Number of respondents	684	288	263	64	371	313	214	217	253	437	128	109	171	176	231

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 298: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	71.3	68.8	67.5	70.2	67.9	75.6	73.5	69.1	65.8
	(6.3)	(6.0)	(4.4)	(5.1)	(4.4)	(5.9)	(5.2)	(6.1)	(4.8)
For less than 6 months	8.1	6.0	7.7	8.6	5.8	8.1	8.8	4.8	8.4
	(3.8)	(3.1)	(2.5)	(3.1)	(2.2)	(3.8)	(3.3)	(2.8)	(2.8)
6 to 12 months	6.2	17.1	10.5	8.6	14.0	3.6	6.7	13.6	12.4
	(3.3)	(4.9)	(2.9)	(3.1)	(3.3)	(2.6)	(2.9)	(4.6)	(3.4)
13 to 24 months	9.9	5.5	5.3	6.1	6.6	10.5	6.5	8.2	5.7
	(4.2)	(3.0)	(2.1)	(2.7)	(2.3)	(4.2)	(2.9)	(3.6)	(2.4)
More than 24 months	4.4	2.6	9.0	6.5	5.7	2.1	4.4	4.4	7.7
	(2.9)	(2.1)	(2.7)	(2.8)	(2.2)	(2.0)	(2.4)	(2.7)	(2.7)
Number of respondents	141	169	279	139	381	109	175	194	261
Percentage received following hours of vocational services in the past year:									
None	56.0	60.9	56.4	64.9	57.9	58.1	60.8	58.2	55.9
	(7.2)	(6.6)	(4.9)	(5.7)	(4.8)	(7.2)	(6.1)	(6.9)	(5.3)
Fewer than 80 hours	3.3	3.5	4.6	3.9	3.4	4.3	4.9	3.8	2.6
	(2.6)	(2.5)	(2.1)	(2.3)	(1.7)	(2.9)	(2.7)	(2.7)	(1.7)
80 to 240 hours	20.3	22.9	25.1	18.2	22.2	24.8	22.3	19.0	26.4
	(5.9)	(5.7)	(4.3)	(4.6)	(4.0)	(6.3)	(5.2)	(5.5)	(4.7)
241 to 600 hours	16.3	12.2	11.3	10.5	14.9	6.8	12.0	17.2	9.7
	(5.4)	(4.4)	(3.1)	(3.6)	(3.4)	(3.7)	(4.0)	(5.3)	(3.2)
More than 600 hours	4.1	0.5	2.5	2.6	1.7	5.9	0.0	1.8	5.4
	(2.9)	(1.0)	(1.6)	(1.9)	(1.2)	(3.4)	(0.0)	(1.9)	(2.4)
Number of respondents	130	155	250	123	365	100	158	173	239
Average hours of vocational services provided recipients in past year	139	95.4	106	92.7	111	132	79.9	120	134
	(33.6)	(21.5)	(18.2)	(21.2)	(17.2)	(38.7)	(15.4)	(26.4)	(25.9)
Number of respondents	130	155	250	123	365	100	158	173	239

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received in the past year:															
Testing/assessment	13.1	9.5	17.9	11.7	12.9	13.5	5.8	17.7	14.4	13.6	14.8	8.9	11.1	16.7	12.1
	(2.3)	(2.3)	(3.6)	(7.2)	(3.2)	(3.3)	(2.5)	(4.9)	(3.8)	(2.8)	(6.4)	(4.0)	(3.7)	(4.2)	(4.0)
Job skills training	10.4	6.9	15.9	10.8	10.6	10.1	7.9	9.0	13.5	10.0	10.8	11.6	7.8	13.7	9.6
	(2.1)	(2.0)	(3.4)	(6.9)	(2.9)	(2.9)	(3.0)	(3.6)	(3.7)	(2.5)	(5.6)	(4.5)	(3.2)	(3.9)	(3.6)
Basic skills training	8.9	8.5	13.4	4.1	10.1	7.5	7.0	9.3	9.9	10.9	4.3	5.0	10.2	11.8	6.0
	(1.9)	(2.2)	(3.2)	(4.5)	(2.9)	(2.5)	(2.8)	(3.7)	(3.2)	(2.6)	(3.7)	(3.1)	(3.6)	(3.6)	(2.9)
Career counseling	11.8	9.5	19.3	6.4	12.5	11.0	3.4	16.9	13.2	12.8	12.7	6.5	6.2	16.8	12.3
	(2.2)	(2.3)	(3.7)	(5.5)	(3.2)	(3.0)	(2.0)	(4.8)	(3.7)	(2.7)	(6.0)	(3.5)	(2.9)	(4.2)	(4.0)
Job placement services	10.9	9.1	11.8	13.1	12.2	9.3	2.7	16.8	11.3	9.1	19.1	8.4	3.9	13.4	14.1
	(2.1)	(2.3)	(3.0)	(7.5)	(3.1)	(2.8)	(1.8)	(4.7)	(3.4)	(2.4)	(7.0)	(4.0)	(2.3)	(3.8)	(4.2)
Number of respondents	639	280	233	54	337	302	193	199	245	424	105	106	185	194	250
Percentage received vocational services in the past year from:**															
Secondary school	73.2	74.5	76.2	---	72.7	73.9	84.9	71.2	70.2	78.6	74.3	43.2	72.4	60.7	77.4
	(4.7)	(5.5)	(5.8)		(6.5)	(6.7)	(7.1)	(8.7)	(7.2)	(5.3)	(11.4)	(11.5)	(9.2)	(8.4)	(8.3)
Special school	36.7	47.1	39.0	---	36.2	37.2	35.9	30.3	42.6	43.1	22.7	28.6	53.1	38.3	17.6
	(6.1)	(7.7)	(7.9)		(8.5)	(8.7)	(13.5)	(10.2)	(8.9)	(7.6)	(12.7)	(12.8)	(11.7)	(9.3)	(9.5)
Postsecondary school	1.3	0.0	3.3	---	1.4	1.2	0.0	1.6	1.9	0.4	2.8	3.2	0.0	3.2	0.9
	(0.8)	(0.0)	(1.7)		(1.1)	(1.1)	(0.0)	(1.6)	(1.5)	(0.6)	(3.0)	(2.6)	(0.0)	(2.0)	(1.2)
Family member/friend	6.4	7.9	6.7	---	4.8	8.4	9.2	8.2	3.8	7.6	2.2	8.0	4.5	6.7	7.5
	(3.5)	(4.9)	(4.5)		(4.2)	(5.6)	(9.3)	(6.7)	(3.9)	(4.6)	(5.1)	(8.5)	(5.6)	(5.2)	(7.0)
Employer/military	1.5	0.0	1.2	---	1.2	1.8	1.7	2.0	1.0	0.7	0.0	7.5	1.8	0.0	2.7
	(1.7)	(0.0)	(1.9)		(2.2)	(2.7)	(4.2)	(3.4)	(2.0)	(1.5)	(0.0)	(8.3)	(3.6)	(0.0)	(4.3)
Vocational Rehabilitation	20.2	28.9	17.3	---	21.2	19.1	18.2	9.9	30.0	15.6	20.4	39.5	11.3	28.4	14.4
	(5.4)	(7.8)	(6.5)		(7.7)	(7.5)	(11.5)	(7.2)	(8.7)	(5.9)	(14.1)	(14.4)	(8.5)	(8.9)	(8.8)
Government jobs program	0.8	0.0	0.6	---	0.4	1.2	0.0	1.8	0.0	1.2	0.0	0.0	1.0	0.0	1.4
	(1.3)	(0.0)	(1.4)		(1.3)	(2.2)	(0.0)	(3.3)	(0.0)	(1.9)	(0.0)	(0.0)	(2.7)	(0.0)	(3.1)
Hospital/institution	4.0	1.9	6.7	---	1.1	7.5	0.0	9.2	0.0	5.4	0.0	3.6	0.0	2.4	6.6
	(2.7)	(2.4)	(4.4)		(2.0)	(5.3)	(0.0)	(7.0)	(0.0)	(3.9)	(0.0)	(5.2)	(0.0)	(3.2)	(6.6)
Other sources	32.3	25.7	39.5	---	33.4	31.0	18.2	42.5	26.5	25.9	43.9	41.6	24.0	30.6	42.1
	(6.5)	(7.6)	(8.7)		(9.0)	(9.3)	(12.5)	(11.9)	(8.7)	(7.5)	(17.4)	(13.7)	(11.6)	(9.5)	(13.1)
Number of respondents	148	55	65	13	80	68	22	55	71	98	28	22	35	58	53

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 298: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	11.0	13.2	16.1	11.0	14.0	10.7	11.2	12.5	16.3
	(4.6)	(4.5)	(3.4)	(3.6)	(3.4)	(4.3)	(4.1)	(4.4)	(3.8)
Job skills training	11.4	6.0	13.9	10.8	11.4	7.4	9.1	9.9	12.8
	(4.7)	(3.1)	(3.3)	(3.5)	(3.1)	(3.6)	(3.7)	(4.0)	(3.4)
Basic skills training	9.4	7.8	10.3	9.6	9.9	2.8	8.3	9.8	9.2
	(4.3)	(3.5)	(2.8)	(3.3)	(2.9)	(2.3)	(3.6)	(4.0)	(2.9)
Career counseling	9.3	12.4	15.2	13.4	11.4	9.5	8.4	11.7	15.5
	(4.3)	(4.3)	(3.4)	(3.9)	(3.1)	(4.0)	(3.6)	(4.3)	(3.7)
Job placement services	8.6	14.4	10.9	9.3	11.3	8.9	6.8	16.6	9.8
	(4.1)	(4.6)	(2.9)	(3.3)	(3.1)	(3.9)	(3.3)	(5.0)	(3.0)
Number of respondents	137	165	276	134	378	107	170	192	257
Percentage received vocational services in the past year from:**									
Secondary school	79.2	64.2	70.6	60.6	69.9	79.3	78.9	65.8	69.4
	(10.0)	(10.5)	(6.6)	(10.2)	(6.9)	(9.7)	(9.3)	(10.1)	(7.2)
Special school	39.8	37.9	26.0	48.6	28.2	43.8	40.0	31.6	32.7
	(14.4)	(12.2)	(7.5)	(10.6)	(8.0)	(15.6)	(13.1)	(11.7)	(8.7)
Postsecondary school	1.8	0.9	1.6	0.0	1.7	1.6	1.8	0.3	2.0
	(2.1)	(1.3)	(1.2)	(0.0)	(1.2)	(1.8)	(1.8)	(0.8)	(1.4)
Family member/friend	5.5	3.4	7.1	2.1	7.9	7.1	3.2	7.0	7.8
	(7.4)	(5.1)	(4.8)	(3.4)	(5.2)	(9.2)	(5.4)	(6.9)	(5.3)
Employer/military	0.0	1.9	2.4	0.0	2.2	0.0	0.0	1.2	2.6
	(0.0)	(3.9)	(2.8)	(0.0)	(2.8)	(0.0)	(0.0)	(2.9)	(3.1)
Vocational Rehabilitation	24.1	13.7	16.6	23.2	17.5	29.8	17.5	18.1	17.4
	(13.6)	(9.1)	(6.7)	(10.0)	(7.0)	(15.5)	(11.3)	(10.2)	(7.2)
Government jobs program	0.0	1.7	0.7	0.0	1.2	0.0	0.0	1.5	0.6
	(0.0)	(3.7)	(1.5)	(0.0)	(2.1)	(0.0)	(0.0)	(3.4)	(1.5)
Hospital/institution	0.0	8.3	0.0	0.0	5.8	0.0	0.0	2.4	6.3
	(0.0)	(7.8)	(0.0)	(0.0)	(4.4)	(0.0)	(0.0)	(4.2)	(4.8)
Other sources	23.6	50.5	26.3	28.4	33.9	12.4	8.9	45.4	36.1
	(13.7)	(14.1)	(8.2)	(10.7)	(9.0)	(11.9)	(8.7)	(13.6)	(9.5)
Number of respondents	29	36	71	30	96	16	31	46	69

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received counseling/ therapy:															
Never	66.0	67.7	61.9	65.0	60.2	72.7	68.9	69.5	60.6	64.3	74.3	62.6	69.1	63.7	65.4
	(3.3)	(3.8)	(4.6)	(11.1)	(4.8)	(4.4)	(5.1)	(6.1)	(5.5)	(4.0)	(8.2)	(7.3)	(5.5)	(5.5)	(5.8)
For just a few days	3.9	3.6	2.7	7.0	6.1	1.3	6.4	3.0	2.9	4.4	2.0	3.9	4.6	3.9	3.4
	(1.3)	(1.5)	(1.5)	(5.9)	(2.4)	(1.1)	(2.7)	(2.2)	(1.9)	(1.7)	(2.6)	(2.9)	(2.5)	(2.2)	(2.2)
For a few weeks	3.2	4.9	4.1	0.8	3.2	3.2	2.9	3.3	3.4	2.9	2.2	6.1	5.0	2.8	2.4
	(1.2)	(1.8)	(1.9)	(2.1)	(1.7)	(1.7)	(1.9)	(2.3)	(2.0)	(1.4)	(2.7)	(3.6)	(2.6)	(1.9)	(1.9)
For a few months	6.5	4.7	6.4	8.5	7.6	5.2	4.7	2.7	11.4	6.6	4.1	9.4	4.1	5.7	8.7
	(1.7)	(1.7)	(2.3)	(6.5)	(2.6)	(2.2)	(2.3)	(2.1)	(3.6)	(2.1)	(3.7)	(4.4)	(2.4)	(2.7)	(3.4)
For about a year	5.8	7.1	7.7	2.5	5.2	6.5	5.0	4.6	7.6	6.5	3.6	5.8	2.1	8.1	6.7
	(1.6)	(2.1)	(2.6)	(3.7)	(2.2)	(2.4)	(2.4)	(2.8)	(2.9)	(2.1)	(3.5)	(3.5)	(1.7)	(3.1)	(3.1)
For several years or more	14.6	12.0	17.3	16.2	17.8	11.0	12.2	16.9	14.0	15.3	13.8	12.2	15.1	15.7	13.4
	(2.5)	(2.6)	(3.6)	(8.6)	(3.8)	(3.1)	(3.6)	(4.9)	(3.9)	(3.0)	(6.5)	(4.9)	(4.2)	(4.2)	(4.2)
Number of respondents	633	274	234	56	333	300	189	202	242	423	107	103	186	189	252
Percentage received following hours of counseling/therapy in the past year:															
None	86.4	88.5	81.6	88.7	83.8	89.5	90.5	86.7	83.4	85.0	92.3	84.6	84.6	84.1	89.1
	(2.6)	(2.7)	(3.9)	(7.4)	(3.8)	(3.3)	(3.5)	(4.9)	(4.4)	(3.2)	(5.4)	(5.9)	(4.3)	(4.5)	(4.2)
Less than 10 hours	2.8	2.6	5.2	0.4	3.2	2.3	2.8	2.3	3.2	2.8	2.5	3.1	3.6	3.9	1.4
	(1.2)	(1.3)	(2.2)	(1.6)	(1.8)	(1.6)	(2.0)	(2.2)	(2.1)	(1.5)	(3.2)	(2.8)	(2.2)	(2.4)	(1.6)
10 to 40 hours	5.5	5.0	5.3	6.3	6.6	4.0	3.0	8.0	4.8	6.1	2.3	6.7	3.5	8.1	4.8
	(1.7)	(1.8)	(2.2)	(5.7)	(2.6)	(2.1)	(2.0)	(3.9)	(2.5)	(2.1)	(3.1)	(4.1)	(2.2)	(3.4)	(2.9)
41 to 100 hours	3.0	1.6	3.9	4.5	4.1	1.7	1.0	0.7	6.4	3.0	1.6	5.0	2.7	3.1	3.2
	(1.3)	(1.1)	(1.9)	(4.9)	(2.0)	(1.4)	(1.2)	(1.2)	(2.9)	(1.5)	(2.5)	(3.6)	(1.9)	(2.1)	(2.4)
More than 100 hours	2.3	2.3	4.0	0.0	2.3	2.4	2.7	2.2	2.2	3.0	1.3	0.5	5.6	0.8	1.4
	(1.1)	(1.3)	(1.9)	(0.0)	(1.5)	(1.7)	(1.9)	(2.1)	(1.8)	(1.5)	(2.3)	(1.2)	(2.8)	(1.1)	(1.6)
Number of respondents	564	256	220	55	308	256	170	173	221	378	94	92	165	170	224
Average hours of counseling/ therapy provided recipients in the past year	8.3	7.3	11.7	3.8	9.6	6.8	7.2	8.1	9.3	9.8	4.4	7.1	14.3	5.3	6.8
	(2.8)	(3.0)	(3.9)	(2.7)	(4.0)	(3.7)	(4.2)	(5.7)	(4.2)	(3.5)	(4.6)	(6.5)	(6.2)	(2.2)	(4.7)
Number of respondents	564	256	220	55	308	256	170	173	221	378	94	92	165	170	224

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	72.3	63.1	58.8	70.2	62.2	77.6	74.1	62.7	60.3
	(6.6)	(6.4)	(4.7)	(5.2)	(4.8)	(5.9)	(5.8)	(6.5)	(5.0)
For just a few days	3.2	3.3	6.1	0.5	4.3	6.4	4.1	2.8	4.9
	(2.6)	(2.3)	(2.3)	(0.8)	(2.0)	(3.5)	(2.6)	(2.2)	(2.2)
For a few weeks	1.5	3.3	5.2	2.5	4.1	1.1	1.2	3.7	4.8
	(1.8)	(2.4)	(2.1)	(1.8)	(2.0)	(1.5)	(1.4)	(2.5)	(2.2)
For a few months	10.0	2.8	6.8	6.7	7.7	2.1	4.7	9.1	5.7
	(4.4)	(2.2)	(2.4)	(2.8)	(2.6)	(2.0)	(2.8)	(3.8)	(2.4)
For about a year	4.4	6.6	6.7	4.6	6.1	5.6	6.8	5.6	5.2
	(3.0)	(3.3)	(2.4)	(2.4)	(2.4)	(3.2)	(3.3)	(3.1)	(2.3)
For several years or more	8.6	20.9	16.4	15.5	15.7	7.3	9.1	16.0	19.2
	(4.1)	(5.4)	(3.5)	(4.1)	(3.6)	(3.7)	(3.8)	(4.9)	(4.0)
Number of respondents	139	165	274	135	373	105	169	192	257
Percentage received following hours of counseling/therapy in the past year:									
None	93.4	84.5	81.0	90.8	84.5	93.0	93.8	86.1	80.8
	(4.2)	(5.2)	(3.8)	(3.8)	(3.7)	(4.1)	(3.5)	(4.9)	(4.2)
Less than 10 hours	0.0	1.8	6.7	1.2	3.3	0.9	1.6	2.3	4.2
	(0.0)	(1.9)	(2.4)	(1.4)	(1.8)	(1.5)	(1.9)	(2.1)	(2.2)
10 to 40 hours	2.9	9.6	3.9	4.1	5.6	4.1	3.0	3.0	9.5
	(2.9)	(4.3)	(1.9)	(2.6)	(2.3)	(3.2)	(2.5)	(2.4)	(3.1)
41 to 100 hours	3.1	1.5	4.7	0.8	4.1	0.9	0.0	5.9	2.7
	(3.0)	(1.8)	(2.0)	(1.2)	(2.0)	(1.5)	(0.0)	(3.4)	(1.7)
More than 100 hours	0.6	2.6	3.7	3.2	2.5	1.2	1.5	2.6	2.8
	(1.3)	(2.3)	(1.8)	(2.3)	(1.6)	(1.7)	(1.8)	(2.3)	(1.8)
Number of respondents	108	142	267	103	358	85	136	175	243
Average hours of counseling/therapy provided recipients in the past year	4.5	8.9	11.4	9.6	8.8	4.5	3.2	10.9	10.1
	(5.3)	(5.4)	(3.9)	(6.1)	(3.7)	(4.3)	(3.1)	(6.5)	(4.0)
Number of respondents	108	142	267	103	358	85	136	175	243

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received counseling/ therapy in the past year from:*															
Secondary school	56.6	48.0	56.4	---	59.9	51.9	64.6	56.3	52.1	61.9	---	7.0	49.9	61.2	50.3
	(7.6)	(9.9)	(8.9)		(10.8)	(10.7)	(11.8)	(15.2)	(11.8)	(8.8)		(9.1)	(12.8)	(12.6)	(14.9)
Special school	20.4	32.9	12.9	---	19.5	21.7	14.1	22.9	21.6	20.6	---	0.0	24.4	13.0	20.7
	(6.7)	(9.7)	(7.0)		(9.5)	(9.6)	(9.8)	(13.9)	(10.2)	(8.1)		(0.0)	(11.2)	(9.5)	(13.3)
Postsecondary school	0.3	0.3	0.7	---	0.4	0.2	0.0	0.0	0.9	0.0	---	2.3	0.0	0.4	0.6
	(0.4)	(0.4)	(0.8)		(0.6)	(0.5)	(0.0)	(0.0)	(1.0)	(0.0)		(2.2)	(0.0)	(0.7)	(1.0)
Family member/friend	3.5	8.9	1.5	---	2.7	4.8	3.0	5.4	2.3	3.7	---	0.0	2.4	2.0	6.1
	(3.2)	(6.1)	(2.6)		(4.0)	(5.1)	(4.9)	(7.6)	(3.8)	(3.9)		(0.0)	(4.0)	(4.0)	(8.1)
Private therapist	37.5	59.8	30.4	---	38.2	36.4	56.9	29.7	33.8	35.1	---	47.5	41.0	33.5	38.0
	(8.3)	(10.5)	(9.6)		(11.9)	(11.5)	(14.5)	(15.4)	(12.1)	(9.8)		(17.9)	(13.0)	(13.5)	(16.4)
Vocational Rehabilitation	1.1	0.0	0.0	---	0.0	2.7	0.0	0.0	2.5	0.0	---	8.0	0.0	3.2	0.0
	(1.8)	(0.0)	(0.0)		(0.0)	(3.9)	(0.0)	(0.0)	(4.0)	(0.0)		(9.7)	(0.0)	(5.0)	(0.0)
Hospital/institution	9.5	13.3	4.4	---	8.3	11.5	7.9	12.5	8.0	5.1	---	22.5	5.3	2.4	9.9
	(4.9)	(7.0)	(4.3)		(6.5)	(7.5)	(7.9)	(10.8)	(6.6)	(4.5)		(12.8)	(6.0)	(4.4)	(10.1)
Other source	2.5	1.4	4.7	---	2.6	2.4	1.5	1.8	3.8	2.0	---	5.8	1.8	2.6	3.1
	(1.1)	(0.9)	(2.0)		(1.5)	(1.5)	(1.4)	(1.7)	(2.1)	(1.2)		(3.3)	(1.6)	(1.8)	(2.2)
Number of respondents	100	39	47	5	51	49	27	29	44	69	14	17	37	30	33

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	---	66.1 (14.9)	42.7 (9.6)	56.6 (13.6)	56.1 (10.4)	---	41.9 (16.8)	56.0 (15.5)	57.7 (10.7)
Special school	---	24.8 (14.1)	8.5 (5.8)	44.0 (14.0)	6.1 (5.5)	---	24.9 (16.5)	18.7 (12.6)	18.3 (9.1)
Postsecondary school	---	0.0 (0.0)	1.0 (1.0)	0.0 (0.0)	0.5 (0.7)	---	0.0 (0.0)	0.0 (0.0)	1.0 (1.0)
Family member/friend	---	5.4 (7.5)	1.5 (2.6)	4.6 (6.3)	1.0 (2.3)	---	16.0 (14.0)	0.0 (0.0)	1.3 (2.7)
Private therapist	---	23.6 (14.1)	51.6 (10.5)	38.9 (14.7)	38.0 (11.2)	---	37.3 (18.4)	41.0 (16.6)	34.8 (11.3)
Vocational Rehabilitation	---	3.3 (5.9)	0.0 (0.0)	0.0 (0.0)	1.5 (2.9)	---	0.0 (0.0)	3.4 (6.1)	0.0 (0.0)
Hospital/institution	---	2.5 (5.1)	3.3 (3.8)	8.4 (8.2)	5.1 (5.0)	---	17.4 (14.4)	8.9 (9.6)	0.0 (0.0)
Other source	---	2.4 (2.1)	3.6 (1.7)	1.5 (1.5)	2.9 (1.6)	---	1.2 (1.5)	3.1 (2.4)	3.4 (1.8)
Number of respondents	13	26	55	19	67	10	20	30	48

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received OT/life skills training:															
Never	51.6	53.5	40.1	60.5	50.4	52.9	48.9	58.6	46.8	45.8	68.6	54.4	44.8	42.4	62.9
	(3.5)	(4.1)	(4.6)	(11.4)	(4.9)	(4.9)	(5.6)	(6.5)	(5.6)	(4.2)	(8.7)	(7.5)	(6.0)	(5.5)	(6.0)
For fewer than 12 months	8.4	8.1	8.0	13.3	9.5	7.2	6.7	7.1	10.9	9.8	2.6	10.2	6.9	9.2	8.7
	(1.9)	(2.2)	(2.5)	(7.9)	(2.9)	(2.6)	(2.8)	(3.4)	(3.5)	(2.5)	(3.0)	(4.6)	(3.1)	(3.2)	(3.5)
12 to 24 months	12.8	11.8	12.2	10.9	14.0	11.3	11.8	12.0	14.1	11.9	12.4	17.0	9.6	14.1	14.1
	(2.3)	(2.6)	(3.1)	(7.3)	(3.4)	(3.1)	(3.6)	(4.3)	(3.9)	(2.7)	(6.2)	(5.7)	(3.6)	(3.9)	(4.3)
25 to 48 months	8.2	7.5	10.0	10.8	8.1	8.3	8.0	8.2	8.2	9.6	6.6	3.8	10.0	7.4	7.3
	(1.9)	(2.2)	(2.8)	(7.2)	(2.7)	(2.7)	(3.0)	(3.6)	(3.1)	(2.5)	(4.7)	(2.9)	(3.6)	(2.9)	(3.2)
More than 48 months	19.1	19.0	29.8	4.6	18.0	20.3	24.7	14.1	19.9	22.9	9.8	14.6	28.6	26.9	7.0
	(2.8)	(3.2)	(4.3)	(4.9)	(3.8)	(4.0)	(4.8)	(4.6)	(4.5)	(3.5)	(5.6)	(5.3)	(5.4)	(5.0)	(3.2)
Number of respondents	628	272	230	57	333	295	188	200	240	418	107	103	182	193	247
Percentage received following hours of OT/life skills training in the past year:															
None	78.2	79.8	70.6	84.5	79.6	76.5	76.0	84.0	74.3	73.8	85.2	88.7	69.3	74.4	86.8
	(3.1)	(3.3)	(4.5)	(8.5)	(4.1)	(4.5)	(5.0)	(5.2)	(5.2)	(3.9)	(7.3)	(5.1)	(5.6)	(5.2)	(4.5)
40 hours or fewer	5.8	4.7	8.8	4.4	4.4	7.5	7.1	5.9	4.9	6.8	2.7	5.8	8.8	9.4	1.5
	(1.7)	(1.8)	(2.8)	(4.8)	(2.1)	(2.8)	(3.0)	(3.3)	(2.6)	(2.2)	(3.3)	(3.7)	(3.4)	(3.5)	(1.6)
41 to 100 hours	5.2	6.5	7.9	0.0	5.0	5.5	6.5	3.2	6.1	7.0	3.1	0.0	8.9	5.6	2.7
	(1.6)	(2.0)	(2.7)	(0.0)	(2.2)	(2.4)	(2.9)	(2.5)	(2.9)	(2.2)	(3.5)	(0.0)	(3.4)	(2.7)	(2.2)
101 to 240 hours	8.7	7.5	8.2	11.1	9.4	7.9	8.1	5.5	12.1	10.3	7.7	2.9	9.1	9.6	7.5
	(2.1)	(2.2)	(2.7)	(7.3)	(3.0)	(2.9)	(3.2)	(3.2)	(3.9)	(2.7)	(5.5)	(2.7)	(3.5)	(3.5)	(3.5)
241 to 480 hours	0.9	0.5	2.0	0.0	0.2	1.7	1.4	0.3	0.9	0.9	0.8	0.6	1.3	0.0	0.9
	(0.7)	(0.6)	(1.4)	(0.0)	(0.4)	(1.4)	(1.4)	(0.8)	(1.2)	(0.8)	(1.8)	(1.2)	(1.3)	(0.0)	(1.2)
More than 480 hours	1.2	1.1	2.5	0.0	1.4	1.0	0.9	1.0	1.7	1.3	0.6	2.0	2.6	1.1	0.6
	(0.8)	(0.9)	(1.5)	(0.0)	(1.2)	(1.1)	(1.1)	(1.4)	(1.5)	(1.0)	(1.6)	(2.3)	(1.9)	(1.2)	(1.0)
Number of respondents	575	260	223	56	309	266	176	179	220	386	95	94	163	180	227

Source: Parent interviews.

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	57.8	57.4	37.5	50.3	48.0	67.9	63.7	49.9	41.7
	(7.4)	(6.5)	(4.6)	(5.7)	(5.0)	(6.6)	(6.4)	(6.7)	(5.1)
For fewer than 12 months	9.1	5.7	10.8	8.2	8.6	8.2	6.9	11.1	7.8
	(4.3)	(3.0)	(2.9)	(3.1)	(2.8)	(3.9)	(3.4)	(4.2)	(2.7)
12 to 24 months	12.7	13.0	14.1	11.2	13.9	10.2	8.8	13.8	14.6
	(5.0)	(4.4)	(3.3)	(3.6)	(3.4)	(4.3)	(3.8)	(4.6)	(3.6)
25 to 48 months	7.6	8.3	8.9	8.8	8.6	4.7	7.9	7.4	9.6
	(4.0)	(3.6)	(2.7)	(3.2)	(2.8)	(3.0)	(3.6)	(3.5)	(3.0)
More than 48 months	12.8	15.6	28.6	21.5	21.1	9.1	12.7	17.8	26.3
	(5.0)	(4.8)	(4.3)	(4.7)	(4.1)	(4.1)	(4.4)	(5.2)	(4.5)
Number of respondents	135	165	275	133	371	104	168	189	257
Percentage received following hours of OT/life skills training in the past year:									
None	83.7	84.8	65.9	77.0	75.1	92.9	86.3	73.3	76.3
	(6.3)	(5.1)	(4.5)	(5.5)	(4.3)	(4.0)	(5.0)	(6.3)	(4.5)
40 hours or fewer	3.1	3.5	11.4	3.4	7.5	0.0	2.5	5.8	8.8
	(2.9)	(2.6)	(3.0)	(2.4)	(2.6)	(0.0)	(2.2)	(3.3)	(3.0)
41 to 100 hours	2.5	5.0	7.9	7.5	5.3	2.4	4.0	4.2	7.0
	(2.6)	(3.1)	(2.6)	(3.4)	(2.2)	(2.4)	(2.8)	(2.9)	(2.7)
101 to 240 hours	9.6	4.2	12.5	9.2	10.1	3.1	5.5	15.0	5.4
	(5.0)	(2.8)	(3.1)	(3.8)	(3.0)	(2.7)	(3.3)	(5.1)	(2.4)
241 to 480 hours	0.0	1.1	1.3	0.9	0.9	0.8	0.4	1.4	0.8
	(0.0)	(1.4)	(1.1)	(1.2)	(0.9)	(1.4)	(0.9)	(1.6)	(0.9)
More than 480 hours	1.2	1.5	1.1	2.1	1.2	0.7	1.4	0.4	1.7
	(1.8)	(1.7)	(1.0)	(1.9)	(1.1)	(1.3)	(1.7)	(0.9)	(1.4)
Number of respondents	107	150	273	104	364	89	141	176	247

Source: Parent interviews

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours of OT/life skills training provided recipients in the past year	34.7	31.6	52.8	19.0	34.6	34.8	33.9	25.2	44.1	38.5	23.6	32.6	49.6	34.3	24.7
	(9.1)	(9.9)	(16.8)	(11.7)	(13.2)	(12.4)	(14.3)	(16.4)	(15.3)	(11.1)	(13.9)	(26.4)	(19.7)	(14.6)	(13.7)
Number of respondents	575	260	223	56	309	266	176	179	220	386	95	94	163	180	227
Percentage received OT/life skills training in the past year from:*															
Secondary school	11.7	11.3	9.3	---	8.6	15.7	10.5	9.4	14.7	11.8	12.3	---	7.7	11.9	21.0
	(2.6)	(3.1)	(3.0)		(3.1)	(4.3)	(3.7)	(4.4)	(5.1)	(3.0)	(6.4)		(3.7)	(4.9)	(6.6)
Special school	11.9	8.7	10.2	---	13.9	9.6	9.1	8.3	16.3	13.8	5.4	---	16.0	11.3	6.1
	(3.8)	(3.9)	(4.6)		(5.7)	(5.0)	(5.4)	(6.2)	(7.0)	(4.6)	(7.4)		(6.3)	(5.9)	(7.2)
Postsecondary school	0.2	0.0	0.5	---	0.3	0.0	0.0	0.0	0.4	0.0	0.0	---	0.0	0.6	0.0
	(0.3)	(0.0)	(0.7)		(0.5)	(0.0)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)		(0.0)	(0.9)	(0.0)
Private therapist	6.5	3.6	7.1	---	8.6	4.3	6.4	5.4	7.3	6.9	0.0	---	10.1	6.0	0.0
	(3.4)	(3.3)	(4.1)		(5.3)	(3.9)	(5.1)	(6.3)	(5.6)	(3.8)	(0.0)		(5.8)	(5.2)	(0.0)
Vocational Rehabilitation	1.6	0.7	0.8	---	0.5	2.8	0.0	0.0	3.6	0.4	0.0	---	0.8	3.0	0.9
	(1.7)	(1.4)	(1.5)		(1.3)	(3.2)	(0.0)	(0.0)	(4.0)	(1.0)	(0.0)		(1.7)	(3.7)	(3.2)
Hospital/institution	3.7	6.1	0.0	---	6.1	0.8	1.3	0.0	7.5	2.0	0.0	---	2.6	0.0	2.4
	(2.5)	(4.1)	(0.0)		(4.4)	(1.8)	(2.4)	(0.0)	(5.4)	(2.1)	(0.0)		(3.1)	(0.0)	(5.0)
Other source	18.6	25.3	19.5	---	21.4	15.3	24.1	16.5	16.2	16.0	20.5	---	22.2	21.7	12.8
	(5.2)	(7.4)	(6.4)		(7.5)	(6.9)	(8.8)	(10.0)	(7.6)	(5.5)	(16.7)		(8.0)	(9.0)	(10.9)
Number of respondents	160	58	80	8	85	75	54	43	63	127	20	13	70	52	35

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	31.1	29.9	44.0	38.4	38.3	18.5	29.4	35.8	37.1
	(24.6)	(18.0)	(10.6)	(15.2)	(13.3)	(17.1)	(20.7)	(10.7)	(15.5)
Number of respondents	107	150	273	104	364	89	141	176	247
Percentage received OT/life skills training in the past year from:*									
Secondary school	13.9	8.7	18.8	14.4	14.0	---	9.7	19.9	11.8
	(6.9)	(4.8)	(4.5)	(5.4)	(4.1)		(5.2)	(6.9)	(4.1)
Special school	12.6	11.7	9.9	12.7	10.0	---	11.4	13.0	12.3
	(9.3)	(7.2)	(4.8)	(6.1)	(5.2)		(7.6)	(7.6)	(5.9)
Postsecondary school	0.0	0.0	0.5	0.0	0.3	---	0.0	0.5	0.0
	(0.0)	(0.0)	(0.7)	(0.0)	(0.5)		(0.0)	(1.0)	(0.0)
Private therapist	6.1	4.2	7.4	1.7	9.0	---	8.0	3.2	7.9
	(7.6)	(5.7)	(4.5)	(2.9)	(5.2)		(7.8)	(4.5)	(5.3)
Vocational Rehabilitation	0.0	2.9	2.0	0.0	2.3	---	0.0	1.7	2.4
	(0.0)	(4.7)	(2.4)	(0.0)	(2.7)		(0.0)	(3.3)	(3.0)
Hospital/institution	2.3	2.6	0.9	0.0	3.1	---	0.0	1.5	2.7
	(4.7)	(4.5)	(1.6)	(0.0)	(3.1)		(0.0)	(3.2)	(3.2)
Other source	32.6	14.6	16.1	24.2	14.9	---	22.0	15.2	22.5
	(14.9)	(10.0)	(6.3)	(9.3)	(6.4)		(12.0)	(9.2)	(8.2)
Number of respondents	30	36	84	36	108	12	35	52	70

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage used a tutor/reader/ interpreter:															
Never	63.4	65.6	63.4	58.2	58.3	69.2	61.4	69.0	59.4	60.3	78.6	56.4	65.8	65.6	60.1
	(3.4)	(3.8)	(4.6)	(11.5)	(4.9)	(4.5)	(5.4)	(6.0)	(5.5)	(4.1)	(7.7)	(7.4)	(5.7)	(5.3)	(6.0)
For just a few days	2.3	0.7	2.0	6.4	1.5	3.3	1.0	2.4	3.2	2.0	0.8	6.0	1.4	0.9	4.0
	(1.0)	(0.7)	(1.4)	(5.7)	(1.2)	(1.7)	(1.1)	(2.0)	(2.0)	(1.2)	(1.7)	(3.5)	(1.4)	(1.0)	(2.4)
For a few weeks	3.0	4.0	3.3	1.6	3.6	2.2	2.8	3.1	2.9	2.7	2.9	4.1	2.1	3.1	3.5
	(1.2)	(1.6)	(1.7)	(2.9)	(1.8)	(1.4)	(1.8)	(2.3)	(1.9)	(1.4)	(3.2)	(3.0)	(1.7)	(1.9)	(2.2)
For a few months	9.3	10.8	11.5	5.1	10.3	8.2	10.8	8.4	9.1	8.5	5.2	18.3	6.4	9.8	11.0
	(2.0)	(2.5)	(3.1)	(5.1)	(3.0)	(2.7)	(3.4)	(3.6)	(3.2)	(2.3)	(4.1)	(5.8)	(2.9)	(3.3)	(3.8)
For about a year	5.5	7.2	3.3	5.7	6.2	4.6	3.3	5.6	7.0	6.6	2.8	4.2	3.3	6.5	6.0
	(1.6)	(2.1)	(1.7)	(5.4)	(2.4)	(2.0)	(2.0)	(3.0)	(2.9)	(2.1)	(3.1)	(3.0)	(2.1)	(2.8)	(2.9)
For several years or more	16.5	11.6	16.5	22.9	20.1	12.5	20.6	11.6	18.5	19.8	9.6	11.0	21.0	14.1	15.4
	(2.6)	(2.6)	(3.6)	(9.8)	(4.0)	(3.2)	(4.5)	(4.2)	(4.3)	(3.3)	(5.5)	(4.7)	(4.9)	(3.9)	(4.4)
Number of respondents	636	278	234	57	334	302	190	204	242	423	108	105	182	196	252
Percentage used following hours of a tutor/reader/interpreter in the past year:															
None	84.1	87.5	86.8	73.3	81.2	87.5	78.9	88.1	83.9	79.0	95.0	92.3	76.9	89.6	84.5
	(2.7)	(2.7)	(3.3)	(10.3)	(4.0)	(3.5)	(4.6)	(4.5)	(4.4)	(3.5)	(4.3)	(4.3)	(5.0)	(3.6)	(4.8)
Fewer than 40 hours	1.9	2.4	1.3	2.4	2.6	1.1	4.4	1.1	1.0	2.7	0.4	0.4	3.6	1.4	1.3
	(1.0)	(1.3)	(1.1)	(3.6)	(1.6)	(1.1)	(2.3)	(1.4)	(1.2)	(1.4)	(1.3)	(1.1)	(2.2)	(1.4)	(1.5)
40 to 100 hours	2.7	2.8	1.4	4.9	4.1	1.2	5.4	0.8	2.8	3.2	0.0	4.4	7.6	0.3	1.5
	(1.2)	(1.4)	(1.1)	(5.0)	(2.0)	(1.1)	(2.6)	(1.2)	(2.0)	(1.5)	(0.0)	(3.3)	(3.1)	(0.6)	(1.6)
101 to 240 hours	3.9	3.2	5.1	3.6	3.5	4.3	4.1	6.3	1.4	5.1	2.8	0.0	4.5	5.5	2.4
	(1.4)	(1.4)	(2.1)	(4.4)	(1.9)	(2.1)	(2.3)	(3.4)	(1.4)	(1.9)	(3.3)	(0.0)	(2.4)	(2.7)	(2.0)
241 to 480 hours	3.1	1.2	2.4	7.6	4.8	1.3	2.7	0.9	5.6	4.8	0.0	0.0	1.9	0.0	6.4
	(1.3)	(0.9)	(1.5)	(6.2)	(2.2)	(1.2)	(1.8)	(1.3)	(2.7)	(1.9)	(0.0)	(0.0)	(1.6)	(0.0)	(3.2)
More than 480 hours	4.1	2.8	3.0	8.0	3.8	4.5	4.5	2.8	5.2	5.2	1.8	2.9	5.6	3.3	3.9
	(1.5)	(1.4)	(1.7)	(6.3)	(2.0)	(2.2)	(2.4)	(2.3)	(2.6)	(1.9)	(2.6)	(2.7)	(2.7)	(2.1)	(2.6)
Number of respondents	584	267	229	57	312	272	175	185	224	390	99	95	169	180	230

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	63.7	64.0	64.3	62.3	63.7	64.6	61.2	68.2	61.4
	(7.2)	(6.3)	(4.5)	(5.6)	(4.8)	(6.6)	(6.3)	(6.3)	(5.0)
For just a few days	5.2	0.0	1.8	2.2	1.5	6.1	2.3	1.0	3.7
	(3.3)	(0.0)	(1.3)	(1.7)	(1.2)	(3.3)	(1.9)	(1.4)	(1.9)
For a few weeks	2.6	3.6	2.5	2.3	2.6	2.8	3.0	2.9	3.2
	(2.3)	(2.4)	(1.5)	(1.7)	(1.6)	(2.3)	(2.2)	(2.2)	(1.8)
For a few months	5.6	10.3	11.8	10.3	9.2	9.0	9.1	7.8	10.1
	(3.4)	(4.0)	(3.0)	(3.5)	(2.9)	(3.9)	(3.7)	(3.6)	(3.1)
For about a year	6.1	7.0	3.6	9.0	4.9	4.0	6.7	5.2	4.4
	(3.6)	(3.4)	(1.7)	(3.3)	(2.1)	(2.7)	(3.2)	(3.0)	(2.1)
For several years or more	16.8	15.1	16.0	13.8	18.1	13.5	17.7	14.9	17.2
	(5.6)	(4.7)	(3.4)	(4.0)	(3.8)	(4.7)	(5.0)	(4.8)	(3.9)
Number of respondents	138	167	278	132	374	110	174	190	257
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	80.4	85.6	86.7	89.1	82.6	85.6	81.1	83.8	87.5
	(6.7)	(4.9)	(3.2)	(4.0)	(3.8)	(5.3)	(5.4)	(5.3)	(3.5)
Fewer than 40 hours	0.0	2.5	2.2	1.1	1.9	2.4	3.1	1.4	1.6
	(0.0)	(2.2)	(1.4)	(1.4)	(1.4)	(2.3)	(2.4)	(1.7)	(1.3)
40 to 100 hours	3.4	4.3	1.0	0.9	3.1	3.6	6.8	0.7	1.1
	(3.1)	(2.8)	(0.9)	(1.2)	(1.7)	(2.8)	(3.5)	(1.2)	(1.1)
101 to 240 hours	3.5	2.5	5.5	4.0	3.2	6.4	4.6	1.4	5.0
	(3.1)	(2.2)	(2.1)	(2.5)	(1.8)	(3.7)	(2.9)	(1.7)	(2.3)
241 to 480 hours	7.6	1.5	0.8	0.6	4.2	2.0	2.0	6.6	0.8
	(4.5)	(1.7)	(0.8)	(1.0)	(2.0)	(2.1)	(1.9)	(3.6)	(0.9)
More than 480 hours	5.2	3.5	3.7	4.2	5.0	0.0	2.5	6.0	4.0
	(3.8)	(2.6)	(1.8)	(2.6)	(2.2)	(0.0)	(2.2)	(3.4)	(2.1)
Number of respondents	109	151	278	107	364	94	150	174	249

Source: Parent interviews

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	71.0	46.9	49.2	145	73.3	68.4	80.5	48.7	85.5	94.4	24.1	31.2	89.4	54.6	72.6
	(18.8)	(18.8)	(19.3)	(81.0)	(23.6)	(29.7)	(35.4)	(29.9)	(30.2)	(26.2)	(27.4)	(26.6)	(39.2)	(32.0)	(28.1)
Number of respondents	584	267	229	57	312	272	175	185	224	390	99	95	169	180	230
Percentage whose tutor/reader/ interpreter in the past year was:*															
Staff from secondary school	81.1	71.6	79.2	---	83.3	76.9	88.7	85.4	69.0	82.8	---	---	69.8	74.3	94.3
	(6.3)	(8.7)	(9.0)		(8.1)	(10.2)	(7.3)	(10.3)	(13.9)	(6.6)			(10.9)	(12.8)	(7.6)
Staff from a special school	16.1	25.6	9.1	---	16.1	16.0	12.5	18.5	17.8	18.4	---	---	25.6	25.5	2.1
	(6.6)	(10.0)	(6.8)		(8.8)	(10.0)	(8.7)	(12.7)	(12.3)	(7.5)			(11.1)	(14.6)	(5.1)
From a postsecondary school	0.2	0.0	0.7	---	0.4	0.0	0.0	0.0	0.6	0.0	---	---	0.0	0.0	0.6
	(0.3)	(0.0)	(0.8)		(0.6)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)			(0.0)	(0.0)	(1.0)
A family member/friend	18.9	35.1	20.0	---	13.9	29.1	10.5	25.2	22.5	17.1	---	---	29.2	30.8	3.0
	(7.1)	(10.9)	(9.6)		(8.3)	(12.5)	(8.1)	(14.4)	(13.4)	(7.4)			(11.7)	(15.5)	(6.0)
Another student	3.1	5.3	6.3	---	2.2	4.8	4.3	3.2	1.8	2.7	---	---	7.3	0.0	0.8
	(3.1)	(5.1)	(5.8)		(3.5)	(5.8)	(5.4)	(5.8)	(4.2)	(3.2)			(6.7)	(0.0)	(3.2)
A private tutor/aide	1.3	0.0	5.1	---	1.9	0.0	0.0	4.8	0.0	1.4	---	---	1.8	0.0	1.4
	(2.0)	(0.0)	(5.3)		(3.2)	(0.0)	(0.0)	(7.1)	(0.0)	(2.3)			(3.5)	(0.0)	(4.2)
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
From another source	1.7	1.9	0.5	---	2.2	1.1	4.0	0.7	1.0	1.9	---	---	3.7	0.3	0.9
	(0.9)	(1.1)	(0.7)		(1.4)	(1.0)	(2.2)	(1.1)	(1.1)	(1.2)			(2.3)	(0.6)	(1.2)
Number of respondents	91	34	36	13	54	37	33	30	28	76	9	6	39	22	30

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	98.9	66.7	52.7	66.6	84.0	20.1	55.7	106	52.0
	(47.5)	(40.4)	(21.1)	(37.2)	(28.3)	(8.9)	(33.5)	(45.7)	(22.9)
Number of respondents	109	151	278	107	364	94	150	174	249
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	84.2	77.2	77.8	---	86.7	78.7	80.7	83.7	75.8
	(12.7)	(13.2)	(9.9)		(7.9)	(12.0)	(10.3)	(13.4)	(11.4)
Staff from a special school	11.0	26.9	8.8	---	11.3	17.0	11.0	22.8	12.2
	(12.5)	(14.7)	(7.3)		(8.0)	(12.8)	(9.3)	(15.5)	(9.7)
From a postsecondary school	0.0	0.0	0.7	---	0.4	0.0	0.0	0.0	0.7
	(0.0)	(0.0)	(0.8)		(0.6)	(0.0)	(0.0)	(0.0)	(0.8)
A family member/friend	15.7	31.2	14.2	---	13.3	19.4	20.7	16.2	18.2
	(14.5)	(15.4)	(9.1)		(8.7)	(13.4)	(12.0)	(13.9)	(11.4)
Another student	2.5	2.4	5.6	---	2.7	3.4	1.7	4.8	2.6
	(6.2)	(5.1)	(6.0)		(4.1)	(6.2)	(3.8)	(8.1)	(4.7)
A private tutor/aide	0.0	0.0	5.0	---	1.8	0.0	0.0	0.0	4.9
	(0.0)	(0.0)	(5.7)		(3.4)	(0.0)	(0.0)	(0.0)	(6.4)
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
From another source	2.5	1.1	1.0	---	1.8	0.0	2.6	0.8	0.5
	(2.5)	(1.4)	(1.0)		(1.3)	(0.0)	(2.2)	(1.2)	(0.7)
Number of respondents	19	26	36	14	55	18	33	24	31

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received speech/ language therapy:															
Never	50.2	54.8	43.7	53.0	46.5	54.5	44.9	54.5	49.8	44.4	68.1	52.1	35.5	42.9	65.5
	(3.4)	(4.0)	(4.7)	(11.6)	(4.8)	(4.8)	(5.5)	(6.5)	(5.5)	(4.1)	(8.7)	(7.4)	(5.6)	(5.5)	(5.8)
For just a few days	0.9	2.1	0.6	0.0	1.1	0.8	0.8	1.4	0.6	0.8	0.7	2.0	0.0	2.0	0.8
	(0.7)	(1.1)	(0.7)	(0.0)	(1.0)	(0.9)	(1.0)	(1.5)	(0.9)	(0.7)	(1.6)	(2.1)	(0.0)	(1.5)	(1.1)
For a few weeks	1.0	0.7	1.3	0.0	1.8	0.1	0.0	1.6	1.1	0.9	0.6	2.1	0.6	2.3	0.3
	(0.7)	(0.7)	(1.1)	(0.0)	(1.3)	(0.3)	(0.0)	(1.6)	(1.2)	(0.8)	(1.4)	(2.1)	(0.9)	(1.7)	(0.7)
For a few months	4.3	4.7	4.3	4.5	5.3	3.3	4.7	3.9	4.5	4.3	4.2	4.9	4.2	5.3	3.6
	(1.4)	(1.7)	(1.9)	(4.8)	(2.2)	(1.7)	(2.3)	(2.5)	(2.3)	(1.7)	(3.7)	(3.2)	(2.4)	(2.5)	(2.3)
For about a year	7.1	5.5	6.8	12.8	8.2	5.8	6.8	6.5	7.8	8.5	5.3	2.8	2.8	9.0	8.4
	(1.8)	(1.8)	(2.4)	(7.8)	(2.7)	(2.3)	(2.8)	(3.2)	(3.0)	(2.3)	(4.2)	(2.5)	(1.9)	(3.2)	(3.4)
For several years or more	36.5	32.2	43.2	29.7	37.2	35.6	42.9	32.1	36.1	41.1	21.1	36.0	56.9	38.6	21.4
	(3.3)	(3.7)	(4.7)	(10.6)	(4.7)	(4.7)	(5.4)	(6.1)	(5.3)	(4.1)	(7.6)	(7.1)	(5.8)	(5.5)	(5.0)
Number of respondents	646	280	237	57	343	303	194	205	247	432	109	105	188	197	252
Percentage received following hours of speech/language therapy in the past year:															
None	83.6	83.7	78.6	88.7	84.1	83.0	78.2	81.9	88.9	78.5	92.7	94.4	68.7	82.3	93.8
	(2.7)	(3.0)	(4.0)	(7.5)	(3.7)	(4.0)	(4.7)	(5.4)	(3.7)	(3.6)	(5.3)	(3.7)	(5.4)	(4.6)	(3.2)
Fewer than 40 hours	6.3	5.7	9.3	3.3	7.0	5.6	7.9	7.2	4.4	8.8	2.1	0.8	8.2	11.1	1.8
	(1.8)	(1.9)	(2.8)	(4.3)	(2.6)	(2.5)	(3.1)	(3.6)	(2.4)	(2.5)	(2.9)	(1.4)	(3.2)	(3.8)	(1.8)
40 to 100 hours	4.8	4.3	6.8	4.2	5.3	4.3	6.8	5.6	2.7	6.0	3.8	1.2	10.8	3.6	2.1
	(1.6)	(1.7)	(2.5)	(4.8)	(2.3)	(2.2)	(2.9)	(3.2)	(1.9)	(2.1)	(3.9)	(1.7)	(3.6)	(2.2)	(1.9)
101 to 240 hours	4.4	5.2	4.3	3.8	3.2	5.8	6.2	4.2	3.3	5.6	1.4	3.1	9.8	3.0	1.8
	(1.5)	(1.8)	(2.0)	(4.5)	(1.8)	(2.5)	(2.8)	(2.8)	(2.1)	(2.0)	(2.4)	(2.8)	(3.5)	(2.0)	(1.8)
More than 240 hours	0.8	1.2	1.0	0.0	0.4	1.3	0.9	1.0	0.6	1.2	0.0	0.5	2.5	0.0	0.4
	(0.7)	(0.9)	(1.0)	(0.0)	(0.7)	(1.2)	(1.1)	(1.4)	(0.9)	(0.9)	(0.0)	(1.2)	(1.8)	(0.0)	(0.9)
Number of respondents	578	262	226	55	312	266	177	180	221	389	96	93	167	178	227

Source: Parent interviews

Table 338: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/language therapy:									
Never	50.5	51.8	50.0	52.7	45.5	62.3	52.9	51.8	46.4
	(7.4)	(6.5)	(4.7)	(5.6)	(4.9)	(6.7)	(6.5)	(6.6)	(5.1)
For just a few days	1.5	1.2	0.0	2.3	0.5	1.0	0.5	2.1	0.0
	(1.8)	(1.4)	(0.0)	(1.7)	(0.7)	(1.4)	(0.9)	(1.9)	(0.0)
For a few weeks	1.5	0.4	0.9	2.5	0.6	0.7	0.0	1.7	1.3
	(1.8)	(0.8)	(0.9)	(1.8)	(0.8)	(1.2)	(0.0)	(1.7)	(1.2)
For a few months	4.5	5.5	3.1	5.4	3.8	5.1	4.3	5.7	2.5
	(3.0)	(3.0)	(1.6)	(2.5)	(1.9)	(3.1)	(2.6)	(3.1)	(1.6)
For about a year	5.3	8.6	7.8	4.6	9.4	1.9	4.1	7.6	9.4
	(3.3)	(3.6)	(2.5)	(2.4)	(2.9)	(1.9)	(2.6)	(3.5)	(3.0)
For several years or more	36.7	32.4	38.3	32.5	40.1	28.9	38.2	31.1	40.4
	(7.1)	(6.1)	(4.5)	(5.3)	(4.8)	(6.3)	(6.3)	(6.1)	(5.0)
Number of respondents	140	170	279	137	381	108	172	194	262
Percentage received following hours of speech/language therapy in the past year:									
None	86.3	82.6	83.1	81.4	83.3	87.8	78.8	88.5	83.1
	(5.9)	(5.3)	(3.5)	(5.0)	(3.7)	(5.2)	(5.9)	(4.5)	(4.0)
Fewer than 40 hours	6.2	4.3	7.8	5.8	7.2	2.1	5.4	6.3	7.0
	(4.2)	(2.8)	(2.5)	(3.0)	(2.6)	(2.3)	(3.3)	(3.4)	(2.7)
40 to 100 hours	3.2	5.2	5.5	5.3	5.0	3.4	5.8	3.7	4.9
	(3.1)	(3.1)	(2.1)	(2.9)	(2.2)	(2.9)	(3.4)	(2.7)	(2.3)
101 to 240 hours	3.0	7.1	3.3	5.6	4.3	4.2	8.1	1.3	4.3
	(3.0)	(3.6)	(1.7)	(3.0)	(2.0)	(3.2)	(3.9)	(1.6)	(2.1)
More than 240 hours	1.2	0.8	0.3	2.0	0.3	2.4	1.9	0.2	0.7
	(1.9)	(1.2)	(0.5)	(1.8)	(0.5)	(2.4)	(2.0)	(0.7)	(0.9)
Number of respondents	106	152	275	106	365	88	141	178	247

Source: Parent interviews

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours of speech/language therapy provided recipients in the past year	16.8	22.3	16.2	10.4	15.2	18.8	19.4	15.7	16.1	22.0	5.2	9.6	41.0	9.6	7.0
	(5.2)	(8.7)	(4.2)	(8.3)	(8.6)	(5.6)	(5.7)	(6.7)	(11.5)	(7.4)	(4.0)	(7.7)	(16.0)	(3.6)	(4.7)
Number of respondents	578	262	226	55	312	266	177	180	221	389	96	93	167	178	227
Percentage received speech/ language therapy in the past year from:*															
Secondary school	71.5	68.2	74.6	---	71.4	71.6	87.5	64.8	59.4	72.2	---	---	62.2	72.2	83.4
	(6.1)	(8.1)	(7.4)		(8.6)	(8.6)	(6.5)	(12.3)	(11.4)	(6.6)			(9.2)	(10.6)	(13.6)
Special school	35.0	41.1	30.5	---	31.8	38.8	18.8	35.5	53.2	36.7	---	---	44.3	21.6	25.8
	(6.8)	(9.1)	(8.1)		(9.3)	(9.7)	(8.5)	(12.0)	(12.5)	(7.4)			(9.3)	(10.0)	(16.6)
Postsecondary school	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
Family member/friend	4.4	3.1	5.0	---	5.8	2.6	6.3	1.6	5.4	3.5	---	---	6.3	0.0	3.9
	(3.0)	(3.3)	(4.1)		(4.9)	(3.3)	(5.4)	(3.3)	(6.0)	(3.0)			(4.7)	(0.0)	(7.6)
Private therapist	7.7	1.9	15.3	---	12.0	2.5	2.1	16.8	3.3	8.8	---	---	0.5	20.1	3.9
	(3.9)	(2.6)	(6.7)		(6.8)	(3.2)	(3.2)	(9.9)	(4.8)	(4.6)			(1.4)	(10.0)	(7.6)
Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	---	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)			(0.0)	(0.0)	(0.0)
Hospital/institution	5.2	8.0	0.0	---	5.6	4.8	1.6	6.4	8.0	2.0	---	---	0.0	5.4	0.0
	(3.2)	(5.0)	(0.0)		(4.7)	(4.4)	(2.8)	(6.3)	(6.9)	(2.2)			(0.0)	(5.6)	(0.0)
Other agency	4.4	2.5	8.7	---	3.2	6.0	6.1	2.9	4.3	3.3	---	---	6.2	5.0	0.0
	(3.0)	(2.9)	(5.3)		(3.6)	(4.9)	(5.3)	(4.3)	(5.1)	(2.9)			(4.7)	(5.4)	(0.0)
Number of respondents	135	49	59	12	70	65	47	47	41	112	14	9	68	40	24

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 338: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	12.9	19.1	12.6	20.3	13.2	32.1	31.8	7.2	13.9
	(8.3)	(7.6)	(3.6)	(7.2)	(4.2)	(24.8)	(17.5)	(4.8)	(4.4)
Number of respondents	106	152	275	106	365	88	141	178	247
Percentage received speech/language therapy in the past year from:*									
Secondary school	66.8	72.8	77.2	60.3	72.8	62.7	75.8	56.9	73.0
	(14.5)	(11.9)	(8.8)	(10.6)	(9.0)	(16.0)	(10.8)	(15.1)	(9.6)
Special school	32.6	39.8	24.6	53.1	23.8	52.1	32.9	44.3	28.5
	(14.9)	(13.6)	(8.8)	(11.1)	(8.6)	(16.9)	(12.1)	(15.3)	(9.7)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Family member/friend	0.0	3.8	7.6	1.9	4.0	5.5	1.8	1.5	8.2
	(0.0)	(5.6)	(5.6)	(3.2)	(4.1)	(7.7)	(3.5)	(4.0)	(6.1)
Private therapist	11.6	6.7	5.5	0.0	12.6	0.0	2.9	15.8	6.8
	(10.3)	(7.4)	(4.8)	(0.0)	(7.0)	(0.0)	(4.5)	(12.1)	(5.6)
Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	3.4	2.1	0.0	8.8	3.3	3.8	2.7	2.5	0.0
	(5.9)	(4.2)	(0.0)	(6.5)	(3.7)	(6.3)	(4.3)	(5.2)	(0.0)
Other agency	0.0	1.2	13.0	3.9	4.6	0.0	0.0	1.5	11.1
	(0.0)	(3.2)	(7.1)	(4.5)	(4.3)	(0.0)	(0.0)	(4.0)	(6.9)
Number of respondents	29	33	55	32	81	18	42	31	55

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received help with physical needs:															
Never	24.7	28.0	17.5	31.4	20.4	29.7	24.0	26.3	23.7	21.4	30.6	31.8	7.6	17.5	41.1
	(3.0)	(3.6)	(3.6)	(10.8)	(3.9)	(4.5)	(4.7)	(5.8)	(4.7)	(3.4)	(8.6)	(6.8)	(3.1)	(4.3)	(6.0)
For just a few days	1.7	3.2	0.0	0.9	1.5	1.9	1.1	2.6	1.2	1.9	0.7	2.1	1.5	3.1	0.7
	(0.9)	(1.4)	(0.0)	(2.2)	(1.2)	(1.3)	(1.1)	(2.1)	(1.2)	(1.1)	(1.6)	(2.1)	(1.5)	(1.9)	(1.1)
For a few weeks	1.4	1.4	1.2	0.0	1.9	0.7	1.3	1.1	1.6	0.8	0.5	4.9	1.1	2.2	1.0
	(0.8)	(1.0)	(1.0)	(0.0)	(1.3)	(0.8)	(1.3)	(1.4)	(1.4)	(0.8)	(1.3)	(3.2)	(1.2)	(1.7)	(1.2)
For a few months	7.5	9.7	4.3	10.7	8.1	6.9	4.9	6.8	10.1	4.3	16.5	10.1	6.4	6.6	9.1
	(1.8)	(2.4)	(1.9)	(7.2)	(2.7)	(2.5)	(2.4)	(3.3)	(3.3)	(1.7)	(6.9)	(4.4)	(2.9)	(2.8)	(3.5)
For about a year	5.5	6.0	4.9	6.3	6.4	4.5	4.6	7.2	4.7	4.6	10.5	3.1	4.3	3.2	8.1
	(1.6)	(1.9)	(2.1)	(5.6)	(2.4)	(2.0)	(2.3)	(3.4)	(2.3)	(1.7)	(5.7)	(2.6)	(2.4)	(2.0)	(3.3)
For several years or more	59.2	51.7	72.1	50.8	61.7	56.2	64.0	56.0	58.7	67.1	41.2	48.0	79.1	67.4	39.9
	(3.4)	(4.0)	(4.3)	(11.6)	(4.7)	(4.9)	(5.3)	(6.6)	(5.4)	(3.9)	(9.2)	(7.3)	(4.8)	(5.3)	(6.0)
Number of respondents	641	281	235	57	340	301	193	201	247	425	108	108	186	196	253
Percentage received following hours of help with physical needs in the past year:															
None	63.9	64.8	60.1	65.1	61.8	66.3	52.2	64.5	70.9	57.4	72.0	81.3	42.5	55.2	83.8
	(3.6)	(4.0)	(4.8)	(11.4)	(5.1)	(5.1)	(5.8)	(6.9)	(5.4)	(4.4)	(9.3)	(6.2)	(5.9)	(6.1)	(4.9)
Fewer than 40 hours	8.0	11.4	7.0	3.2	8.6	7.3	14.2	6.0	5.8	8.9	4.9	8.1	8.6	13.6	3.6
	(2.0)	(2.7)	(2.5)	(4.2)	(2.9)	(2.8)	(4.0)	(3.4)	(2.8)	(2.5)	(4.5)	(4.4)	(3.3)	(4.2)	(2.5)
40 to 100 hours	10.9	8.6	11.1	15.5	10.3	11.7	14.3	12.7	7.2	14.2	6.5	2.8	13.1	16.2	5.9
	(2.3)	(2.3)	(3.1)	(8.7)	(3.2)	(3.5)	(4.1)	(4.8)	(3.1)	(3.1)	(5.1)	(2.6)	(4.0)	(4.5)	(3.2)
101 to 240 hours	6.6	6.6	8.5	4.6	7.5	5.5	10.1	5.5	5.2	9.1	0.8	3.2	14.3	5.4	2.1
	(1.9)	(2.1)	(2.8)	(5.0)	(2.7)	(2.5)	(3.5)	(3.3)	(2.7)	(2.6)	(1.8)	(2.8)	(4.2)	(2.8)	(1.9)
241 to 480 hours	4.5	4.5	6.9	2.1	2.9	6.3	3.5	3.4	6.1	5.3	3.8	2.2	6.5	5.6	2.5
	(1.6)	(1.7)	(2.5)	(3.4)	(1.7)	(2.6)	(2.1)	(2.6)	(2.9)	(2.0)	(3.9)	(2.3)	(2.9)	(2.8)	(2.1)
More than 480 hours	6.1	4.0	6.4	9.5	9.0	2.9	5.6	8.0	4.8	5.1	11.9	2.4	15.0	4.0	2.1
	(1.8)	(1.6)	(2.4)	(7.1)	(3.0)	(1.8)	(2.7)	(3.9)	(2.5)	(2.0)	(6.7)	(2.5)	(4.2)	(2.4)	(1.9)
Number of respondents	562	255	222	53	302	260	167	174	221	374	93	95	164	172	223

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews

Table 348: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	28.3	23.6	20.7	25.9	19.4	43.7	32.0	22.0	20.0
	(6.7)	(5.6)	(3.8)	(5.0)	(3.9)	(6.9)	(6.1)	(5.5)	(4.1)
For just a few days	2.1	1.4	1.8	2.3	0.5	5.0	2.8	1.2	1.2
	(2.1)	(1.5)	(1.2)	(1.7)	(0.7)	(3.0)	(2.1)	(1.5)	(1.1)
For a few weeks	1.0	0.9	1.5	1.0	1.5	1.8	0.9	0.9	1.5
	(1.5)	(1.2)	(1.1)	(1.1)	(1.2)	(1.8)	(1.2)	(1.2)	(1.2)
For a few months	9.2	5.4	8.2	8.1	7.7	6.7	8.7	7.5	6.9
	(4.3)	(3.0)	(2.6)	(3.1)	(2.6)	(3.5)	(3.7)	(3.5)	(2.6)
For about a year	4.3	9.7	3.1	6.0	5.2	6.5	4.8	8.3	3.8
	(3.0)	(3.9)	(1.6)	(2.7)	(2.2)	(3.4)	(2.8)	(3.7)	(2.0)
For several years or more	55.1	59.0	64.8	56.7	65.7	36.3	50.9	60.2	66.7
	(7.4)	(6.4)	(4.5)	(5.6)	(4.7)	(6.6)	(6.5)	(6.5)	(4.8)
Number of respondents	139	168	280	134	378	109	173	193	261
Percentage received following hours of help with physical needs in the past year:									
None	68.4	58.4	63.0	61.4	60.5	79.3	63.0	69.4	59.4
	(8.0)	(7.0)	(4.6)	(6.5)	(5.0)	(6.3)	(7.1)	(6.6)	(5.3)
Fewer than 40 hours	7.5	6.9	9.2	12.0	7.9	5.8	8.8	7.5	7.7
	(4.5)	(3.6)	(2.8)	(4.3)	(2.7)	(3.7)	(4.2)	(3.8)	(2.9)
40 to 100 hours	8.2	12.4	13.4	8.6	12.9	4.5	5.2	9.0	17.0
	(4.7)	(4.7)	(3.3)	(3.7)	(3.4)	(3.2)	(3.3)	(4.1)	(4.0)
101 to 240 hours	5.9	6.7	6.8	10.3	6.6	3.6	7.5	6.9	5.4
	(4.1)	(3.6)	(2.4)	(4.0)	(2.5)	(2.9)	(3.9)	(3.6)	(2.4)
241 to 480 hours	3.3	8.2	3.0	4.9	4.2	5.0	6.5	3.1	4.4
	(3.1)	(3.9)	(1.6)	(2.9)	(2.0)	(3.4)	(3.6)	(2.5)	(2.2)
More than 480 hours	6.7	7.4	4.5	2.7	8.0	1.7	8.9	4.0	6.1
	(4.3)	(3.7)	(2.0)	(2.2)	(2.8)	(2.0)	(4.2)	(2.8)	(2.6)
Number of respondents	106	146	268	99	354	90	137	175	241

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average hours of help with physical needs provided recipients in the past year	127	96.3	129	190	176	70.6	92.8	174	107	129	172	58.8	265	131	37.9
	(32.1)	(29.9)	(36.1)	(145)	(57.5)	(21.5)	(27.0)	(83.7)	(40.8)	(40.2)	(93.4)	(42.3)	(70.6)	(65.7)	(21.2)
Number of respondents	562	255	222	53	302	260	167	174	221	374	93	95	164	172	223
Percentage received help with physical needs in the past year from:**															
Secondary school	48.6	40.7	51.9	69.5	50.1	46.6	56.6	60.4	25.7	53.0	50.2	0.0	49.1	44.9	52.2
	(5.5)	(6.5)	(7.4)	(15.6)	(7.7)	(7.8)	(7.8)	(10.1)	(8.6)	(6.2)	(15.4)	(0.0)	(7.7)	(8.5)	(13.8)
Special school	16.3	20.5	15.8	2.4	17.1	15.2	8.7	22.0	19.4	18.7	12.2	0.0	23.7	16.4	3.4
	(4.1)	(5.3)	(5.4)	(5.2)	(5.8)	(5.6)	(4.4)	(8.5)	(7.8)	(4.9)	(10.1)	(0.0)	(6.5)	(6.4)	(5.0)
Postsecondary school	1.5	0.5	4.0	0.0	2.3	0.5	2.1	1.7	0.6	1.0	3.8	2.6	0.5	1.6	3.4
	(1.3)	(1.0)	(2.9)	(0.0)	(2.3)	(1.1)	(2.2)	(2.7)	(1.6)	(1.2)	(5.9)	(4.9)	(1.1)	(2.1)	(5.0)
Family member/friend	29.0	25.6	28.7	36.7	28.7	29.3	29.1	29.3	28.3	26.3	47.6	18.8	35.3	26.6	22.1
	(5.0)	(5.8)	(6.7)	(16.3)	(6.9)	(7.1)	(7.1)	(9.4)	(8.8)	(5.5)	(15.4)	(12.0)	(7.3)	(7.6)	(11.5)
Private therapist	24.2	22.3	17.1	29.9	23.8	24.7	23.8	29.1	19.3	24.0	17.1	41.1	12.5	34.4	29.4
	(4.7)	(5.5)	(5.6)	(15.5)	(6.5)	(6.7)	(6.7)	(9.3)	(7.7)	(5.3)	(11.6)	(15.1)	(5.1)	(8.1)	(12.6)
Vocational Rehabilitation	0.6	0.0	0.0	0.0	0.0	1.4	0.0	0.0	1.9	0.0	0.0	7.7	0.5	1.1	0.0
	(0.8)	(0.0)	(0.0)	(0.0)	(0.0)	(1.8)	(0.0)	(0.0)	(2.7)	(0.0)	(0.0)	(8.2)	(1.0)	(1.8)	(0.0)
Hospital/institution	9.7	8.6	8.9	0.0	9.7	9.6	11.6	3.9	13.7	7.9	2.4	36.0	4.1	7.8	15.0
	(3.2)	(3.6)	(4.2)	(0.0)	(4.5)	(4.6)	(5.0)	(3.9)	(6.6)	(3.3)	(4.7)	(13.1)	(3.0)	(4.6)	(9.9)
Other source	18.2	22.5	16.3	21.2	21.2	14.1	17.0	10.7	27.8	17.9	15.2	25.9	19.9	16.8	19.8
	(4.2)	(5.4)	(5.4)	(13.8)	(6.1)	(5.4)	(5.9)	(6.3)	(8.6)	(4.8)	(11.1)	(12.0)	(6.1)	(6.4)	(11.0)
Number of respondents	246	103	95	24	131	115	93	78	75	187	36	23	111	84	49

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	116	193	77.6	67.4	157	71.5	192	70.7	132
	(56.8)	(88.3)	(23.8)	(24.8)	(51.4)	(48.4)	(88.4)	(33.1)	(46.2)
Number of respondents	106	146	268	99	354	90	137	175	241
Percentage received help with physical needs in the past year from:**									
Secondary school	38.9	51.6	59.7	39.9	57.9	15.9	46.6	45.4	53.1
	(11.3)	(10.0)	(7.6)	(8.7)	(7.5)	(9.3)	(10.1)	(11.0)	(8.2)
Special school	15.9	19.4	10.4	24.5	12.4	20.1	12.4	19.4	17.5
	(8.5)	(7.9)	(4.7)	(7.6)	(5.0)	(10.2)	(6.7)	(8.7)	(6.2)
Postsecondary school	0.0	0.6	4.3	0.0	1.4	5.1	0.0	3.4	1.5
	(0.0)	(1.5)	(3.1)	(0.0)	(1.8)	(5.6)	(0.0)	(4.0)	(2.0)
Family member/friend	25.9	37.5	21.6	21.4	30.8	32.2	39.2	26.5	21.6
	(10.2)	(9.7)	(6.4)	(7.3)	(7.0)	(11.9)	(9.9)	(9.8)	(6.7)
Private therapist	19.8	25.2	26.9	16.7	26.0	27.1	11.0	24.9	36.0
	(9.3)	(8.7)	(6.9)	(6.6)	(6.6)	(11.3)	(6.3)	(9.6)	(7.9)
Vocational Rehabilitation	0.0	1.2	0.6	0.0	0.9	0.0	0.0	1.4	0.5
	(0.0)	(2.2)	(1.2)	(0.0)	(1.4)	(0.0)	(0.0)	(2.6)	(1.2)
Hospital/institution	14.7	4.9	4.5	15.3	6.8	14.5	14.1	5.2	4.8
	(8.2)	(4.3)	(3.2)	(6.4)	(3.8)	(9.0)	(7.0)	(4.9)	(3.5)
Other source	28.6	9.4	19.5	21.4	17.0	20.5	21.3	16.8	17.5
	(10.5)	(5.8)	(6.2)	(7.2)	(5.6)	(10.3)	(8.3)	(8.3)	(6.2)
Number of respondents	56	72	101	55	156	32	71	70	100

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage received transportation help in the past year from:*															
Secondary school	66.8	61.8	71.7	84.1	66.1	67.6	71.4	73.2	56.8	68.9	76.4	23.0	66.1	61.0	75.3
	(4.7)	(5.8)	(5.8)	(14.3)	(6.7)	(6.4)	(7.1)	(7.9)	(8.3)	(5.2)	(11.2)	(12.4)	(6.9)	(7.4)	(9.9)
Special school	16.5	18.9	12.2	7.3	20.0	12.8	12.4	20.7	15.6	19.0	10.2	5.3	20.6	17.1	9.8
	(3.7)	(4.7)	(4.2)	(10.2)	(5.7)	(4.6)	(5.2)	(7.2)	(6.0)	(4.4)	(8.0)	(6.6)	(5.9)	(5.7)	(6.8)
Vocational Rehabilitation	0.9	1.2	0.3	0.0	0.4	1.4	0.0	0.0	2.5	0.0	3.8	3.1	0.0	1.6	1.3
	(0.9)	(1.3)	(0.7)	(0.0)	(0.9)	(1.6)	(0.0)	(0.0)	(2.6)	(0.0)	(5.1)	(5.1)	(0.0)	(1.9)	(2.6)
Hospital/institution	2.8	4.9	0.0	0.0	3.0	2.6	1.2	2.0	4.8	0.5	0.0	26.9	1.1	1.2	2.9
	(1.6)	(2.5)	(0.0)	(0.0)	(2.4)	(2.2)	(1.7)	(2.5)	(3.5)	(0.8)	(0.0)	(11.6)	(1.5)	(1.7)	(3.9)
Other source	24.9	25.7	29.0	15.9	26.4	23.3	25.8	14.7	34.2	21.3	25.9	52.4	27.4	28.2	18.2
	(4.2)	(5.1)	(5.9)	(14.3)	(6.1)	(5.8)	(6.9)	(6.3)	(7.7)	(4.6)	(11.6)	(13.0)	(6.5)	(6.8)	(8.9)
Number of respondents	301	126	123	18	153	148	93	104	104	227	49	25	121	108	71
Percentage with transportation help including:															
Rides on special vehicles	42.2	45.3	54.2	18.8	41.3	43.3	45.0	42.8	39.7	49.1	33.4	23.1	60.2	49.0	25.6
	(3.3)	(4.0)	(4.7)	(8.6)	(4.7)	(4.8)	(5.4)	(6.3)	(5.3)	(4.1)	(8.3)	(6.0)	(5.7)	(5.6)	(5.3)
Help getting into vehicles	5.8	4.7	3.5	4.9	7.4	3.9	8.6	6.2	3.4	7.4	2.4	2.8	13.8	4.7	1.3
	(1.6)	(1.7)	(1.7)	(4.8)	(2.5)	(1.8)	(3.1)	(3.1)	(2.0)	(2.2)	(2.7)	(2.4)	(4.0)	(2.4)	(1.4)
Help walking to school/work	1.1	1.2	0.5	2.4	1.2	0.9	2.0	0.9	0.7	1.7	0.0	0.0	2.4	1.1	0.2
	(0.7)	(0.9)	(0.7)	(3.3)	(1.1)	(0.9)	(1.5)	(1.2)	(0.9)	(1.1)	(0.0)	(0.0)	(1.8)	(1.2)	(0.6)
Owning adapted vehicle	2.8	1.6	5.9	0.4	3.1	2.5	2.7	1.3	4.3	2.3	3.9	3.7	6.0	3.4	0.4
	(1.1)	(1.0)	(2.2)	(1.5)	(1.6)	(1.5)	(1.8)	(1.5)	(2.2)	(1.2)	(3.4)	(2.7)	(2.8)	(2.0)	(0.7)
Aide to push wheelchair	6.5	4.7	3.6	7.2	8.1	4.7	8.7	8.3	3.3	8.3	5.1	0.7	18.2	3.5	1.1
	(1.7)	(1.7)	(1.8)	(5.7)	(2.6)	(2.0)	(3.1)	(3.5)	(1.9)	(2.3)	(3.9)	(1.2)	(4.5)	(2.1)	(1.3)
Rides to places could not otherwise go	8.8	7.8	5.0	11.3	9.0	8.6	10.5	10.2	6.3	9.9	8.9	4.0	17.1	6.7	5.0
	(1.9)	(2.1)	(2.0)	(7.0)	(2.7)	(2.7)	(3.3)	(3.8)	(2.6)	(2.4)	(5.0)	(2.8)	(4.4)	(2.8)	(2.7)
Other	3.0	1.3	4.3	0.0	2.2	4.0	4.1	1.4	3.9	3.8	2.6	0.0	3.8	5.0	1.1
	(1.2)	(0.9)	(1.9)	(0.0)	(1.4)	(1.9)	(2.2)	(1.5)	(2.1)	(1.6)	(2.8)	(0.0)	(2.2)	(2.4)	(1.3)
Number of respondents	646	284	235	57	342	304	193	205	248	430	110	106	189	198	255

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	54.3	72.6	76.8	54.4	75.3	50.1	66.4	65.3	68.9
	(10.4)	(8.4)	(5.7)	(7.5)	(6.2)	(11.7)	(9.1)	(9.2)	(6.8)
Special school	15.6	23.1	10.3	21.3	10.7	29.4	19.7	13.9	15.6
	(7.6)	(7.9)	(4.1)	(6.1)	(4.4)	(10.6)	(7.6)	(6.7)	(5.3)
Vocational Rehabilitation	0.0	1.9	1.0	1.2	0.6	2.1	1.0	0.0	1.6
	(0.0)	(2.6)	(1.4)	(1.7)	(1.1)	(3.3)	(1.9)	(0.0)	(1.9)
Hospital/institution	5.0	0.0	0.0	4.8	2.2	0.0	4.1	1.1	0.0
	(4.6)	(0.0)	(0.0)	(3.2)	(2.1)	(0.0)	(3.8)	(2.0)	(0.0)
Other source	33.7	17.0	23.9	27.5	21.5	35.7	21.6	24.6	29.4
	(9.9)	(7.1)	(5.8)	(6.7)	(5.8)	(11.2)	(7.9)	(8.3)	(6.7)
Number of respondents	69	81	133	77	175	38	79	92	124
Percentage with transportation help including:									
Rides on special vehicles	42.2	41.8	45.2	56.4	40.3	29.6	40.7	40.6	45.4
	(7.2)	(6.4)	(4.7)	(5.6)	(4.8)	(6.2)	(6.3)	(6.5)	(5.1)
Help getting into vehicles	10.0	4.2	3.4	8.0	6.2	2.0	10.9	1.8	5.0
	(4.4)	(2.6)	(1.7)	(3.1)	(2.4)	(1.9)	(4.0)	(1.8)	(2.2)
Help walking to school/work	0.6	2.9	0.0	1.5	1.1	1.0	2.4	0.5	0.6
	(1.1)	(2.2)	(0.0)	(1.4)	(1.0)	(1.3)	(1.9)	(0.9)	(0.8)
Owning adapted vehicle	1.7	2.1	5.0	3.3	3.3	0.9	1.7	2.1	4.8
	(1.9)	(1.8)	(2.0)	(2.0)	(1.7)	(1.3)	(1.7)	(1.9)	(2.2)
Aide to push wheelchair	7.5	6.5	5.4	7.0	7.4	2.7	10.3	4.1	5.6
	(3.8)	(3.2)	(2.1)	(2.9)	(2.5)	(2.2)	(3.9)	(2.6)	(2.3)
Rides to places could not otherwise go	10.4	9.3	7.1	8.0	10.6	2.2	13.0	7.4	6.4
	(4.4)	(3.8)	(2.4)	(3.1)	(3.0)	(2.0)	(4.3)	(3.5)	(2.5)
Other	2.0	4.7	2.5	4.0	3.3	1.5	3.8	2.5	3.0
	(2.1)	(2.8)	(1.5)	(2.2)	(1.7)	(1.7)	(2.4)	(2.1)	(1.7)
Number of respondents	143	170	279	137	378	111	178	194	261

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage receiving grades with secondary school grade point average (GPA) of:*															
3.25 or higher	14.8	12.8	18.6	13.1	14.4	15.5	16.3	13.7	14.8	13.2	16.2	21.9	24.3	10.7	9.9
	(2.9)	(3.3)	(4.4)	(9.8)	(4.0)	(4.1)	(5.0)	(4.2)	(5.3)	(3.5)	(6.5)	(7.7)	(6.3)	(4.4)	(5.0)
2.75 to 3.24	23.5	18.1	26.5	27.2	23.4	23.7	19.4	21.6	27.7	25.1	18.8	20.8	24.2	22.1	27.5
	(3.4)	(3.8)	(5.0)	(12.9)	(4.8)	(4.8)	(5.4)	(5.1)	(6.6)	(4.4)	(6.9)	(7.5)	(6.3)	(5.9)	(7.4)
2.25 to 2.74	28.1	32.6	23.6	28.6	25.4	32.2	31.9	25.5	27.7	27.8	25.5	34.4	30.0	36.3	19.0
	(3.6)	(4.6)	(4.8)	(13.1)	(4.9)	(5.3)	(6.4)	(5.4)	(6.6)	(4.6)	(7.7)	(8.8)	(6.7)	(6.9)	(6.5)
1.75 to 2.24	18.7	16.1	15.9	28.0	23.6	11.4	19.9	17.6	18.8	20.6	17.8	9.8	14.9	12.2	27.1
	(3.2)	(3.6)	(4.1)	(13.0)	(4.8)	(3.6)	(5.5)	(4.7)	(5.8)	(4.1)	(6.7)	(5.5)	(5.2)	(4.7)	(7.4)
1.25 to 1.74	9.2	13.5	8.7	1.2	7.6	11.5	9.7	11.9	6.7	8.6	13.3	5.8	2.9	10.8	12.6
	(2.3)	(3.4)	(3.2)	(3.1)	(3.0)	(3.6)	(4.0)	(4.0)	(3.7)	(2.9)	(6.0)	(4.3)	(2.5)	(4.4)	(5.5)
Less than 1.25	5.7	6.9	6.7	1.9	5.7	5.8	2.9	9.7	4.4	4.7	8.3	7.3	3.6	8.0	4.0
	(1.9)	(2.5)	(2.8)	(4.0)	(2.6)	(2.6)	(2.3)	(3.7)	(3.0)	(2.2)	(4.9)	(4.8)	(2.7)	(3.9)	(3.3)
Number of respondents	396	188	163	35	227	169	121	132	143	270	71	54	104	102	127
Average GPA for students receiving grades:*															
As a whole	2.5	2.4	2.5	2.6	2.5	2.5	2.5	2.4	2.5	2.5	2.4	2.6	2.7	2.4	2.4
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	2.5	2.3	3.0	---	2.4	---	2.6	---	---	2.6	---	---	---	---	---
	(0.2)	(0.3)	(0.2)		(0.2)		(0.2)			(0.2)					
In grades 9 or 10	2.4	2.4	2.2	---	2.4	2.3	2.4	2.2	---	2.4	---	---	2.6	2.2	2.4
	(0.1)	(0.1)	(0.2)		(0.2)	(0.2)	(0.1)	(0.2)		(0.1)			(0.2)	(0.2)	(0.2)
In grades 11 or 12	2.5	2.4	2.6	---	2.4	2.6	---	2.5	2.4	2.4	2.3	2.7	2.7	2.4	2.4
	(0.1)	(0.1)	(0.1)		(0.1)	(0.1)		(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)
Number of respondents	394	187	162	35	227	167	121	131	142	269	71	53	104	101	127
Percentage receiving grades who received 1 or more failing grades in most recent school year:*															
As a whole	15.1	18.1	19.1	5.7	14.5	15.9	15.1	22.5	9.7	15.0	17.8	11.2	4.8	19.0	20.1
	(2.7)	(3.7)	(4.0)	(5.7)	(3.7)	(3.9)	(4.5)	(5.0)	(3.9)	(3.3)	(6.5)	(6.3)	(2.8)	(5.3)	(6.4)
In grades 7 or 8	18.5	20.7	11.2	---	24.8	0.0	18.4	---	---	14.8	0.0	100	4.1	25.5	31.6
	(9.1)	(12.0)	(10.0)		(12.6)	(0.0)	(8.7)			(8.7)	(0.0)	(0.0)	(8.6)	(16.7)	(23.4)
In grades 9 or 10	21.0	22.6	28.0	---	16.7	26.7	18.0	27.9	---	20.0	---	---	3.7	33.5	25.0
	(5.5)	(6.6)	(8.6)		(7.0)	(8.4)	(6.7)	(8.5)		(5.8)			(4.7)	(12.2)	(10.9)
In grades 11 or 12	16.5	19.7	21.3	2.1	15.7	17.6	---	25.5	12.5	20.0	19.9	4.5	10.6	15.9	17.8
	(4.5)	(6.2)	(6.2)	(6.0)	(6.1)	(6.3)		(8.2)	(5.3)	(7.5)	(8.0)	(4.9)	(7.2)	(7.5)	(9.4)
Number of respondents	469	203	201	47	265	204	141	151	177	319	85	63	137	114	141

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	12.2	13.8	17.4	6.7	14.0	22.3	10.1	8.9	22.9
	(6.7)	(5.3)	(4.4)	(4.4)	(4.2)	(7.0)	(4.7)	(5.5)	(4.9)
2.75 to 3.24	17.1	23.9	29.8	26.1	25.5	13.2	20.1	26.1	26.7
	(7.7)	(6.6)	(5.3)	(7.7)	(5.3)	(5.7)	(6.2)	(8.5)	(5.2)
2.25 to 2.74	26.3	30.2	29.8	35.1	24.7	37.0	36.3	23.2	25.9
	(9.0)	(7.1)	(5.3)	(8.4)	(5.3)	(8.1)	(7.4)	(8.2)	(5.2)
1.75 to 2.24	25.4	15.8	15.7	10.9	23.3	13.4	18.6	26.9	11.2
	(8.9)	(5.6)	(4.2)	(5.5)	(5.2)	(5.7)	(6.0)	(8.6)	(3.7)
1.25 to 1.74	11.0	11.8	5.3	14.6	7.5	10.6	7.7	11.2	8.6
	(6.4)	(5.0)	(2.6)	(6.2)	(3.2)	(5.1)	(4.1)	(6.1)	(3.3)
Less than 1.25	8.0	4.4	2.0	6.6	5.0	3.5	7.3	3.7	4.7
	(5.6)	(3.2)	(1.6)	(4.4)	(2.7)	(3.1)	(4.0)	(3.7)	(2.5)
Number of respondents	67	93	149	57	209	61	90	94	147
Average GPA for students receiving grades:*									
As a whole	2.3	2.5	2.6	2.3	2.5	2.6	2.4	2.4	2.6
	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	---	---	2.7	---	2.5	---	---	---	---
			(0.2)		(0.3)				
In grades 9 or 10	2.2	2.5	2.6	2.0	2.5	2.5	2.2	2.4	2.5
	(0.3)	(0.2)	(0.1)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)
In grades 11 or 12	2.3	2.4	2.7	2.4	2.4	2.6	2.4	2.3	2.6
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)
Number of respondents	67	93	148	57	208	61	90	94	146
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	18.8	12.2	10.9	21.2	12.8	18.4	17.1	12.7	14.8
	(7.6)	(4.6)	(3.3)	(6.3)	(3.7)	(7.5)	(5.8)	(5.7)	(4.0)
In grades 7 or 8	---	---	16.2	---	18.9	---	---	---	13.5
			(11.6)		(12.8)				(12.5)
In grades 9 or 10	26.9	14.1	12.5	46.6	12.7	22.5	19.1	22.6	20.3
	(15.3)	(9.0)	(5.8)	(15.6)	(6.6)	(12.5)	(9.5)	(13.0)	(8.6)
In grades 11 or 12	14.3	19.4	12.2	22.1	15.7	22.2	21.3	11.0	16.4
	(11.0)	(8.6)	(5.5)	(11.5)	(6.3)	(12.7)	(11.6)	(9.1)	(6.1)
Number of respondents	75	108	178	74	251	63	97	114	176

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of students that had graded classes in regular education, percentage receiving a failing grade*	16.9	20.2	21.6	7.4	16.2	18.1	16.8	25.2	9.3	16.2	18.2	19.8	5.5	22.6	23.2
	(3.8)	(4.9)	(5.4)	(7.6)	(5.1)	(5.2)	(6.0)	(6.4)	(5.7)	(4.5)	(8.7)	(9.7)	(4.6)	(7.3)	(8.1)
Number of respondents	291	124	126	35	166	125	92	107	92	205	53	32	68	71	104
Of students that had graded classes in special education, percentage receiving a failing grade**	5.0	7.9	5.9	0.0	3.0	7.8	2.1	8.9	3.8	4.9	6.9	2.8	2.7	6.8	5.6
	(1.9)	(2.9)	(2.6)	(0.0)	(2.1)	(3.1)	(2.1)	(3.9)	(2.7)	(2.3)	(4.9)	(3.6)	(2.4)	(3.5)	(4.5)
Number of respondents	376	158	166	37	206	170	98	123	155	254	68	53	114	97	100
Percentage absent from school:															
Fewer than 5 days	32.2	28.5	33.4	33.9	33.8	30.0	32.0	33.5	31.2	31.6	31.4	36.8	25.3	31.4	38.4
	(3.5)	(4.5)	(5.1)	(11.1)	(4.8)	(5.0)	(6.2)	(5.8)	(6.0)	(4.2)	(8.6)	(9.0)	(6.1)	(6.3)	(6.8)
6 to 10 days	21.6	22.1	21.2	19.3	20.9	22.7	27.3	16.0	22.7	22.5	18.0	23.1	24.9	23.2	25.4
	(3.1)	(4.1)	(4.4)	(9.2)	(4.1)	(4.5)	(5.9)	(4.5)	(5.4)	(3.7)	(7.1)	(7.8)	(6.1)	(5.7)	(6.1)
11 to 20 days	23.9	25.4	25.5	20.7	22.2	26.3	18.7	27.9	24.0	24.6	21.1	24.9	23.4	24.2	20.3
	(3.2)	(4.4)	(4.7)	(9.5)	(4.2)	(4.8)	(5.2)	(5.5)	(5.5)	(3.8)	(7.5)	(8.0)	(6.0)	(5.8)	(5.6)
21 to 30 days	7.8	5.4	9.5	10.6	6.2	10.2	12.1	7.8	4.8	9.8	4.2	2.5	7.2	10.3	5.4
	(2.0)	(2.3)	(3.2)	(7.2)	(2.4)	(3.3)	(4.4)	(3.3)	(2.8)	(2.7)	(3.7)	(2.9)	(3.6)	(4.1)	(3.2)
More than 30 days	14.4	18.6	10.3	15.5	16.9	10.9	9.9	14.8	17.3	11.5	25.3	12.7	19.3	10.9	10.4
	(2.6)	(3.9)	(3.3)	(8.5)	(3.8)	(3.4)	(4.0)	(4.4)	(4.9)	(2.8)	(8.0)	(6.2)	(5.6)	(4.2)	(4.3)
Number of respondents	419	183	176	44	236	183	126	145	148	291	73	54	123	111	118

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	21.0	17.7	12.3	28.9	15.3	24.6	21.3	12.2	20.0
	(10.5)	(7.8)	(4.2)	(10.6)	(5.2)	(9.4)	(8.7)	(8.0)	(5.4)
Number of respondents	46	58	125	33	167	36	57	68	118
Of students that had graded classes in special education, percentage receiving a failing grade**	5.5	7.7	0.7	9.3	3.2	8.9	6.0	4.6	4.7
	(5.0)	(4.1)	(1.0)	(4.9)	(2.2)	(6.7)	(3.9)	(4.2)	(2.8)
Number of respondents	61	88	138	62	202	46	82	89	135
Percentage absent from school:									
Fewer than 5 days	29.2	29.5	36.6	24.2	34.0	23.6	17.3	34.0	41.0
	(8.2)	(6.7)	(5.3)	(6.9)	(5.0)	(7.7)	(6.1)	(7.3)	(5.5)
6 to 10 days	16.0	31.2	27.0	30.2	23.0	24.3	29.0	24.7	20.5
	(6.6)	(6.8)	(4.9)	(7.3)	(4.5)	(7.7)	(7.3)	(6.6)	(4.5)
11 to 20 days	22.0	20.9	26.0	22.9	21.4	31.7	25.5	22.7	22.7
	(7.5)	(6.0)	(4.9)	(6.7)	(4.3)	(8.4)	(7.0)	(6.4)	(4.7)
21 to 30 days	14.5	6.1	2.8	6.8	8.1	7.7	11.8	7.2	4.3
	(6.3)	(3.5)	(1.8)	(4.0)	(2.9)	(4.8)	(5.2)	(4.0)	(2.3)
More than 30 days	18.3	12.3	7.5	16.0	13.4	12.7	16.5	11.3	11.5
	(7.0)	(4.8)	(2.9)	(5.9)	(3.6)	(6.0)	(5.9)	(4.9)	(3.6)
Number of respondents	67	101	158	69	229	52	91	99	157

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Average days absent:															
As a whole	15.1	16.4	13.8	16.1	15.7	14.2	12.8	15.8	16.0	14.1	19.7	12.6	18.1	13.5	12.4
	(1.2)	(1.7)	(1.5)	(3.8)	(1.7)	(1.5)	(1.6)	(2.1)	(2.2)	(1.2)	(3.8)	(2.7)	(2.6)	(1.9)	(2.0)
In grades 7 or 8	14.3	16.6	12.7	---	14.5	13.8	14.4	---	---	13.2	---	---	---	---	---
	(2.8)	(4.9)	(3.3)		(3.6)	(4.4)	(2.8)			(2.5)					
In grades 9 or 10	15.9	13.7	13.8	---	16.6	14.8	12.4	20.7	---	13.3	---	---	23.0	11.9	13.3
	(2.3)	(2.6)	(2.8)		(3.4)	(2.9)	(2.1)	(4.2)		(2.0)			(5.8)	(3.6)	(3.1)
In grades 11 or 12	13.8	19.2	11.3	---	14.4	13.1	---	10.7	15.6	13.8	16.5	9.3	14.8	15.4	12.6
	(1.8)	(3.0)	(2.1)		(2.7)	(2.2)		(2.0)	(2.6)	(2.5)	(3.9)	(1.9)	(3.8)	(3.2)	(3.5)
Ungraded	16.9	14.9	22.9	15.1	17.5	15.9	11.6	18.3	18.8	16.5	---	---	18.0	11.8	---
	(2.8)	(4.0)	(4.7)	(5.6)	(4.0)	(3.8)	(4.8)	(4.7)	(4.5)	(3.0)			(4.5)	(4.1)	
Number of respondents	418	182	176	44	236	182	126	145	147	291	73	53	123	110	118
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	42.0	38.5	40.4	39.4	36.6	48.1	33.8	42.2	45.3	44.6	37.5	38.7	54.5	30.4	28.5
	(4.3)	(5.7)	(6.0)	(16.2)	(5.8)	(6.4)	(7.8)	(7.5)	(6.7)	(5.5)	(9.3)	(9.7)	(7.2)	(8.9)	(6.8)
Number of respondents	303	135	130	22	162	141	76	92	135	190	65	46	95	60	99
Percentage taking minimum competency tests that:															
Failed	8.8	17.9	3.2	---	6.4	11.9	19.7	7.8	4.6	12.0	0.0	14.0	2.8	4.7	18.3
	(3.4)	(6.1)	(3.0)		(3.9)	(5.8)	(9.6)	(5.2)	(3.9)	(5.0)	(0.0)	(9.0)	(4.0)	(6.0)	(6.3)
Passed in part	31.3	40.1	22.0	---	36.1	24.7	42.7	29.2	27.5	41.6	22.0	10.2	41.4	36.5	29.6
	(5.5)	(7.8)	(7.1)		(7.6)	(7.8)	(12.0)	(8.8)	(8.3)	(7.6)	(10.5)	(7.8)	(11.9)	(13.7)	(7.4)
Passed fully	60.0	42.0	74.8	---	57.4	63.4	37.7	62.9	67.9	46.3	78.0	75.8	55.8	58.9	52.1
	(5.8)	(7.9)	(7.5)		(7.9)	(8.7)	(11.8)	(9.4)	(8.7)	(7.7)	(10.5)	(11.0)	(12.0)	(14.0)	(8.1)
Number of respondents	157	71	70	13	89	68	41	47	69	91	39	26	40	29	69

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	18.1	14.1	11.1	15.1	14.7	16.0	18.9	12.7	12.8
	(3.2)	(2.2)	(1.4)	(2.4)	(1.7)	(2.9)	(3.0)	(2.0)	(1.6)
In grades 7 or 8	---	---	9.2	---	12.0	---	---	---	---
			(3.7)		(2.8)				
In grades 9 or 10	19.5	15.2	11.3	18.4	16.6	11.5	22.2	10.9	13.8
	(6.5)	(4.1)	(2.5)	(5.3)	(3.7)	(2.3)	(5.4)	(2.9)	(3.6)
In grades 11 or 12	16.7	15.1	10.4	13.8	14.1	17.8	18.6	13.4	12.1
	(5.3)	(3.8)	(1.9)	(4.1)	(2.6)	(5.0)	(5.7)	(3.4)	(2.3)
Ungraded	---	12.4	13.3	12.5	14.9	---	17.5	14.4	13.5
		(4.4)	(3.8)	(3.3)	(3.7)		(6.4)	(5.0)	(3.7)
Number of respondents	67	101	157	69	228	52	91	99	156
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	37.9	39.4	34.8	45.3	39.7	40.6	32.1	49.9	34.1
	(10.4)	(8.4)	(5.8)	(9.9)	(5.9)	(9.3)	(8.4)	(9.3)	(5.9)
Number of respondents	46	71	120	43	166	47	64	73	119
Percentage taking minimum competency tests that:									
Failed	21.0	5.3	5.4	11.7	5.6	24.1	19.7	5.6	6.4
	(10.9)	(5.7)	(3.7)	(8.9)	(3.8)	(11.7)	(10.3)	(5.9)	(4.0)
Passed in part	34.0	39.8	32.5	36.9	40.0	29.1	30.0	47.6	30.7
	(12.7)	(12.5)	(7.8)	(13.4)	(8.1)	(12.4)	(11.8)	(12.7)	(7.6)
Passed fully	45.1	54.8	62.1	51.4	54.3	46.8	50.3	46.8	62.9
	(13.3)	(12.7)	(8.0)	(13.9)	(8.2)	(13.6)	(12.9)	(12.7)	(7.9)
Number of respondents	26	37	67	22	88	23	34	35	69

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

School Completion	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage out-of-school youth who:*															
Graduated	75.1	72.1	85.8	86.0	72.8	77.5	---	66.5	81.1	---	80.7	67.6	56.2	86.5	77.2
	(4.9)	(6.1)	(4.9)	(13.1)	(6.7)	(7.2)		(14.7)	(4.4)		(6.7)	(6.3)	(11.3)	(5.7)	(9.5)
Dropped out	14.4	17.4	8.6	10.9	16.7	12.0	---	30.4	6.4	---	13.2	16.0	24.1	7.5	14.7
	(4.0)	(5.2)	(4.0)	(11.8)	(5.6)	(5.6)		(14.3)	(2.8)		(5.8)	(4.9)	(9.8)	(4.4)	(8.0)
Were suspended expelled	2.6	3.5	2.5	0.0	3.5	1.7	---	3.1	1.6	---	3.3	1.6	0.0	0.0	2.5
	(1.8)	(2.5)	(2.2)	(0.0)	(2.7)	(2.2)		(5.4)	(1.4)		(3.1)	(1.7)	(0.0)	(0.0)	(3.5)
Reached age limit	7.9	7.0	3.1	3.0	7.0	8.8	---	0.0	11.0	---	2.8	14.8	19.7	6.0	5.6
	(3.1)	(3.5)	(2.4)	(6.4)	(3.8)	(4.9)		(0.0)	(3.5)		(2.8)	(4.8)	(9.1)	(4.0)	(5.2)
Number of respondents	246	98	93	19	125	121	7	45	194	0	123	123	53	69	85
Percentage of graduates receiving a regular diploma	73.3	74.2	83.9	---	81.9	62.5	---	88.5	71.0	---	75.8	69.3	66.6	72.2	84.9
	(7.0)	(8.7)	(6.9)		(8.5)	(10.9)		(14.1)	(7.7)		(9.8)	(9.4)	(14.9)	(12.3)	(12.3)
Number of respondents	118	45	58	9	63	55	0	17	101	0	66	52	26	33	32
Percentage of dropouts whose parents reported they left school because:															
Not doing well in school	15.7	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(13.6)														
Didn't like school/bored	21.5	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(15.4)														
Had behavior problems	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Needed/found a job	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Got married/had a child	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Didn't get into program wanted	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Illness or disability	32.7	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(17.6)														
Moved	4.2	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(7.5)														
Friends were dropping out	0.0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(0.0)														
Other	34.3	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(17.8)														
Number of respondents	21	8	7	1	11	10	3	6	12	0	12	9	9	2	9
Percentage of dropouts expected by parents to finish secondary school	28.4	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	(17.8)														
Number of respondents	19	8	6	0	10	9	1	5	11	0	10	9	9	2	8

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	63.7	83.1	87.1	59.3	77.2	81.5	67.1	77.3	83.0
	(12.4)	(9.3)	(5.9)	(9.7)	(7.3)	(10.5)	(12.8)	(9.6)	(6.4)
Dropped out	25.3	13.0	3.4	20.0	13.6	10.0	24.5	11.7	9.8
	(11.2)	(8.3)	(3.2)	(7.9)	(5.9)	(8.1)	(11.7)	(7.4)	(5.1)
Were suspended expelled	1.3	0.0	0.0	3.8	0.9	2.8	0.0	1.5	0.0
	(2.9)	(0.0)	(0.0)	(3.8)	(1.7)	(4.5)	(0.0)	(2.8)	(0.0)
Reached age limit	9.7	4.0	9.5	17.0	8.3	5.7	8.4	9.6	7.1
	(7.6)	(4.8)	(5.2)	(7.4)	(4.8)	(6.3)	(7.6)	(6.8)	(4.4)
Number of respondents	49	53	90	44	130	35	53	64	86
Percentage of graduates receiving a regular diploma	76.6	68.6	79.9	66.6	71.3	---	66.6	67.1	82.9
	(18.4)	(16.0)	(9.3)	(14.3)	(11.0)		(19.5)	(16.4)	(9.3)
Number of respondents	16	24	45	19	60	12	17	28	44
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	---	---	---	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---	---	---	---	---
Had behavior problems	---	---	---	---	---	---	---	---	---
Needed/found a job	---	---	---	---	---	---	---	---	---
Got married/had a child	---	---	---	---	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---	---	---	---	---
Illness or disability	---	---	---	---	---	---	---	---	---
Moved	---	---	---	---	---	---	---	---	---
Friends were dropping out	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---
Number of respondents	6	9	4	6	13	2	7	7	7
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---	--	---	---	---
Number of respondents	5	8	4	6	11	2	6	6	7

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage living:															
With parent(s)	91.2	91.3	91.9	89.4	89.4	93.3	96.9	96.4	82.4	93.4	95.0	76.7	92.0	92.5	91.3
	(1.9)	(2.2)	(2.6)	(7.2)	(2.9)	(2.4)	(1.9)	(2.4)	(4.1)	(2.0)	(3.9)	(5.9)	(3.2)	(2.9)	(3.4)
Alone	0.8	1.2	1.2	0.0	0.9	0.7	0.0	0.5	1.6	0.3	1.8	1.6	0.0	1.2	1.1
	(0.6)	(0.8)	(1.0)	(0.0)	(0.9)	(0.8)	(0.0)	(0.9)	(1.3)	(0.4)	(2.4)	(1.7)	(0.0)	(1.2)	(1.3)
With spouse/roommate	1.6	1.7	1.8	2.1	1.8	1.4	0.0	0.0	4.2	0.5	0.8	7.2	0.0	3.7	1.3
	(0.8)	(1.0)	(1.2)	(3.3)	(1.3)	(1.1)	(0.0)	(0.0)	(2.1)	(0.6)	(1.6)	(3.6)	(0.0)	(2.1)	(1.4)
With other family member	2.7	2.4	0.6	7.6	3.4	1.9	1.5	0.3	5.7	3.7	0.5	1.2	1.3	1.3	4.9
	(1.1)	(1.2)	(0.7)	(6.2)	(1.7)	(1.3)	(1.3)	(0.7)	(2.5)	(1.5)	(1.3)	(1.5)	(1.3)	(1.2)	(2.6)
In a residential/boarding school (not a college)	0.4	0.2	0.5	0.0	0.3	0.5	0.7	0.4	0.2	0.6	0.0	0.0	1.6	0.0	0.0
	(0.4)	(0.3)	(0.7)	(0.0)	(0.6)	(0.7)	(0.9)	(0.9)	(0.5)	(0.7)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)
In a college dormitory	0.5	0.0	0.8	0.0	0.4	0.5	0.0	0.0	1.2	0.0	0.0	3.1	0.8	0.4	0.4
	(0.5)	(0.0)	(0.9)	(0.0)	(0.6)	(0.7)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(2.4)	(1.1)	(0.7)	(0.7)
In a group home	1.3	0.9	2.2	0.9	1.7	0.8	1.0	1.2	1.5	1.2	1.7	0.8	3.2	0.0	1.0
	(0.8)	(0.7)	(1.4)	(2.2)	(1.2)	(0.8)	(1.1)	(1.4)	(1.3)	(0.9)	(2.4)	(1.2)	(2.1)	(0.0)	(1.2)
In a mental health facility or hospital/institution for the disabled	1.4	2.3	0.4	0.0	1.8	1.0	0.0	1.1	2.6	0.2	0.0	8.1	1.3	0.4	0.0
	(0.8)	(1.2)	(0.6)	(0.0)	(1.3)	(0.9)	(0.0)	(1.3)	(1.7)	(0.4)	(0.0)	(3.8)	(1.3)	(0.7)	(0.0)
In a correctional facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.2	0.0	0.7	0.0	0.4	0.0	0.0	0.0	0.5	0.0	0.0	1.3	0.0	0.7	0.0
	(0.3)	(0.0)	(0.8)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(1.6)	(0.0)	(0.9)	(0.0)
Number of respondents	672	294	242	57	356	316	198	212	262	438	114	118	189	198	255
Percentage of institutionalized youth who have been in institutions:															
Less than 6 months	30.2	---	---	---	24.1	---	---	---	---	---	---	---	---	---	---
	(13.1)				(14.3)										
6 to 12 months	16.7	---	---	---	16.1	---	---	---	---	---	---	---	---	---	---
	(10.7)				(12.3)										
13 to 36 months	19.1	---	---	---	19.1	---	---	---	---	---	---	---	---	---	---
	(11.2)				(13.2)										
> 36 months	34.1	---	---	---	40.8	---	---	---	---	---	---	---	---	---	---
	(13.5)				(16.5)										
Number of respondents	21	8	7	1	15	6	2	6	13	7	2	12	8	1	4
Percentage making alterations to home to accommodate disability	7.5	4.2	11.5	4.8	9.6	5.1	4.5	8.4	8.7	6.6	8.1	10.9	19.1	5.8	1.2
	(1.8)	(1.6)	(3.0)	(4.7)	(2.8)	(2.1)	(2.3)	(3.5)	(3.1)	(2.0)	(4.8)	(4.5)	(4.6)	(2.6)	(1.3)
Number of respondents	640	283	235	57	337	303	192	202	246	427	109	104	186	196	254

Source: Parent interviews

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	87.9	96.9	91.9	93.5	89.0	96.5	92.7	91.5	91.7
	(4.7)	(2.2)	(2.6)	(2.8)	(3.0)	(2.5)	(3.3)	(3.7)	(2.8)
Alone	1.5	0.7	0.4	1.3	0.9	0.0	1.6	0.2	0.7
	(1.8)	(1.1)	(0.6)	(1.3)	(0.9)	(0.0)	(1.6)	(0.6)	(0.9)
With spouse/roommate	0.0	1.0	3.3	0.0	2.4	0.9	0.7	0.8	2.8
	(0.0)	(1.3)	(1.7)	(0.0)	(1.5)	(1.3)	(1.1)	(1.2)	(1.7)
With other family member	7.1	0.8	0.0	3.9	2.9	0.8	1.9	6.1	0.5
	(3.7)	(1.2)	(0.0)	(2.2)	(1.6)	(1.2)	(1.8)	(3.2)	(0.7)
In a residential/boarding school (not a college)	0.5	0.0	0.8	0.8	0.3	0.0	0.5	0.2	0.6
	(1.0)	(0.0)	(0.9)	(1.0)	(0.5)	(0.0)	(0.9)	(0.6)	(0.8)
In a college dormitory	0.0	0.0	1.1	0.0	0.8	0.0	0.0	0.3	1.1
	(0.0)	(0.0)	(1.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.8)	(1.1)
In a group home	1.8	0.0	2.2	0.0	1.7	1.2	1.5	0.8	1.7
	(2.0)	(0.0)	(1.4)	(0.0)	(1.3)	(1.5)	(1.5)	(1.2)	(1.3)
In a mental health facility or hospital/institution for the disabled	0.6	0.5	0.4	0.5	1.7	0.6	1.1	0.0	0.3
	(1.1)	(0.9)	(0.6)	(0.8)	(1.3)	(1.1)	(1.3)	(0.0)	(0.6)
In a correctional facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other	0.6	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.6
	(1.1)	(0.0)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(0.8)
Number of respondents	143	170	279	140	389	112	178	194	261
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	37.5 (15.4)	---	---	---	---
6 to 12 months	---	---	---	---	20.7 (12.9)	---	---	---	---
13 to 36 months	---	---	---	---	19.1 (12.5)	---	---	---	---
> 36 months	---	---	---	---	22.7 (13.3)	---	---	---	---
Number of respondents	5	1	7	1	17	2	5	2	6
Percentage making alterations to home to accommodate disability	6.9	6.5	8.7	5.5	9.3	3.4	5.1	7.5	9.3
	(3.7)	(3.2)	(2.6)	(2.6)	(2.8)	(2.5)	(2.8)	(3.5)	(3.0)
Number of respondents	138	168	280	136	375	109	175	193	260

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Home-Care Independence	Total	Community: Urban	Community: Suburb	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or Older	School Status: In-Sch	School Status: Out 1 yr/less	School Status: Out 1-2 Years	Self-Care Ability: Low	Self-Care Ability: Med	Self-Care Ability: High
Percentage fixing own breakfast or lunch:															
Always	21.8	20.5	15.1	34.6	14.2	30.5	22.9	24.5	18.0	18.2	30.9	26.2	0.9	12.9	42.6
	(2.9)	(3.1)	(3.7)	(10.9)	(3.4)	(4.8)	(4.8)	(5.8)	(4.1)	(3.1)	(9.0)	(7.2)	(1.2)	(3.9)	(6.0)
Usually	15.9	13.5	15.4	21.2	16.1	15.6	14.8	19.8	12.3	14.8	22.3	11.2	2.5	19.8	21.9
	(2.6)	(2.6)	(3.8)	(9.4)	(3.5)	(3.7)	(4.0)	(5.3)	(3.6)	(2.9)	(8.1)	(5.2)	(1.9)	(4.6)	(5.0)
Sometimes	33.6	43.7	28.5	21.7	35.4	31.6	37.2	26.4	38.8	36.8	21.3	36.7	20.7	48.2	30.8
	(3.3)	(3.8)	(4.7)	(9.4)	(4.6)	(4.8)	(5.5)	(5.9)	(5.3)	(3.9)	(8.0)	(7.9)	(5.1)	(5.8)	(5.6)
Never	28.7	22.3	41.1	22.5	34.4	22.3	25.1	29.4	30.9	30.2	25.5	25.9	75.9	19.1	4.7
	(3.2)	(3.2)	(5.1)	(9.6)	(4.6)	(4.3)	(4.9)	(6.1)	(5.0)	(3.7)	(8.5)	(7.2)	(5.4)	(4.6)	(2.6)
Number of respondents	594	309	229	56	318	276	184	196	214	405	101	88	171	185	236
Percentage buying items from a store on his/her own:															
Always	15.9	15.5	10.7	24.6	13.8	18.3	16.0	20.7	10.6	10.4	31.3	20.2	0.9	10.7	29.6
	(2.6)	(2.7)	(3.2)	(9.9)	(3.3)	(4.0)	(4.2)	(5.4)	(3.3)	(2.5)	(9.0)	(6.6)	(1.2)	(3.6)	(5.5)
Usually	10.9	11.7	12.2	7.4	6.9	15.5	12.0	10.5	10.5	10.8	11.5	10.8	2.6	14.0	14.2
	(2.2)	(2.4)	(3.4)	(6.0)	(2.4)	(3.7)	(3.7)	(4.1)	(3.3)	(2.5)	(6.2)	(5.1)	(2.0)	(4.0)	(4.2)
Sometimes	41.6	44.5	31.3	51.4	42.0	41.1	37.6	43.2	42.9	45.3	31.7	37.8	27.8	48.3	45.9
	(3.5)	(3.8)	(4.9)	(11.4)	(4.8)	(5.1)	(5.5)	(6.7)	(5.3)	(4.0)	(9.1)	(7.9)	(5.6)	(5.8)	(6.0)
Never	31.6	28.3	45.8	16.6	37.3	25.1	34.4	25.6	35.9	33.5	25.5	31.1	68.7	27.0	10.3
	(3.3)	(3.4)	(5.2)	(8.5)	(4.7)	(4.5)	(5.4)	(5.9)	(5.2)	(3.8)	(8.5)	(7.6)	(5.8)	(5.2)	(3.7)
Number of respondents	594	309	229	56	318	276	183	196	215	404	101	89	171	185	236
Percentage doing laundry:															
Always	12.3	14.4	7.9	14.8	8.8	16.2	8.1	16.9	10.6	8.0	25.2	14.2	1.2	7.8	23.1
	(2.3)	(2.7)	(2.8)	(8.1)	(2.7)	(3.8)	(3.1)	(5.0)	(3.3)	(2.2)	(8.5)	(5.7)	(1.3)	(3.1)	(5.1)
Usually	9.1	7.7	4.6	18.6	7.5	10.8	4.1	17.6	3.7	8.5	13.2	5.6	0.0	12.9	12.3
	(2.0)	(2.0)	(2.2)	(8.9)	(2.5)	(3.2)	(2.2)	(5.1)	(2.0)	(2.3)	(6.6)	(3.8)	(0.0)	(3.9)	(4.0)
Sometimes	24.7	27.0	19.8	27.8	19.1	31.0	24.3	19.4	31.0	24.5	21.3	31.5	6.5	26.1	36.0
	(3.0)	(3.4)	(4.2)	(10.3)	(3.8)	(4.8)	(4.9)	(5.3)	(5.0)	(3.5)	(8.0)	(7.6)	(3.1)	(5.1)	(5.8)
Never	53.9	50.9	67.8	38.8	64.5	41.9	63.6	46.1	54.7	59.0	40.3	48.7	92.4	53.1	28.7
	(3.5)	(3.8)	(4.9)	(11.2)	(4.6)	(5.1)	(5.5)	(6.7)	(5.4)	(4.0)	(9.6)	(8.2)	(3.3)	(5.8)	(5.4)
Number of respondents	594	309	229	56	318	276	184	196	214	405	101	88	171	185	236

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	24.7	16.0	25.8	19.5	22.4	21.5	20.3	22.0	23.0
	(6.4)	(4.9)	(4.3)	(4.6)	(4.2)	(5.7)	(5.5)	(5.3)	(4.5)
Usually	12.1	19.6	17.8	11.3	16.8	19.0	6.4	17.8	22.3
	(4.8)	(5.3)	(3.7)	(3.7)	(3.8)	(5.5)	(3.3)	(4.9)	(4.5)
Sometimes	34.3	37.4	26.2	45.9	28.6	37.3	38.9	34.1	28.3
	(7.0)	(6.5)	(4.3)	(5.8)	(4.6)	(6.8)	(6.6)	(6.0)	(4.8)
Never	28.9	27.0	30.1	23.4	32.2	22.2	34.3	26.1	26.4
	(6.7)	(6.0)	(4.5)	(4.9)	(4.7)	(5.8)	(6.4)	(5.6)	(4.7)
Number of respondents	128	161	258	128	340	107	163	182	239
Percentage buying items from a store on his/her own:									
Always	22.4	12.6	12.9	17.0	15.0	18.6	18.6	16.8	11.3
	(6.1)	(4.5)	(3.3)	(4.4)	(3.6)	(5.4)	(5.3)	(4.7)	(3.4)
Usually	6.7	14.8	11.6	12.6	11.1	6.4	9.4	11.1	12.0
	(3.7)	(4.8)	(3.1)	(3.9)	(3.2)	(3.4)	(4.0)	(4.0)	(3.5)
Sometimes	42.6	42.3	40.6	42.8	40.7	47.0	42.2	42.2	41.3
	(7.3)	(6.6)	(4.8)	(5.8)	(5.0)	(7.0)	(6.7)	(6.3)	(5.3)
Never	28.4	30.3	34.9	27.6	33.2	28.0	29.8	30.0	35.4
	(6.7)	(6.2)	(4.6)	(5.2)	(4.8)	(6.3)	(6.2)	(5.8)	(5.1)
Number of respondents	128	161	258	128	340	107	163	182	239
Percentage doing laundry:									
Always	13.4	13.0	10.9	11.2	9.7	18.8	13.9	11.0	11.5
	(5.0)	(4.5)	(3.0)	(3.7)	(3.0)	(5.5)	(4.7)	(4.0)	(3.4)
Usually	7.3	14.4	6.3	7.6	10.3	7.3	6.1	8.3	12.5
	(3.8)	(4.7)	(2.4)	(3.1)	(3.1)	(3.6)	(3.2)	(3.5)	(3.5)
Sometimes	26.6	23.7	24.6	31.1	22.1	28.1	22.4	25.3	26.2
	(6.5)	(5.7)	(4.2)	(5.4)	(4.2)	(6.3)	(5.7)	(5.5)	(4.7)
Never	52.8	48.9	58.3	50.1	57.8	45.8	57.6	55.4	49.9
	(7.4)	(6.7)	(4.8)	(5.8)	(5.0)	(7.0)	(6.7)	(6.3)	(5.4)
Number of respondents	128	161	258	128	340	107	163	182	239

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage straightening up own living area:															
Always	31.7	34.3	25.7	35.6	24.5	39.7	26.6	35.0	32.1	30.6	35.0	31.6	6.3	35.4	46.0
	(3.3)	(3.6)	(4.6)	(11.0)	(4.1)	(5.0)	(5.0)	(6.4)	(5.0)	(3.7)	(9.3)	(7.6)	(3.0)	(5.6)	(6.0)
Usually	14.3	14.6	13.7	14.8	13.6	15.2	16.6	12.5	14.5	14.0	9.2	24.1	8.0	18.9	14.9
	(2.5)	(2.7)	(3.6)	(8.1)	(3.3)	(3.7)	(4.2)	(4.4)	(3.8)	(2.8)	(5.6)	(7.0)	(3.4)	(4.6)	(4.3)
Sometimes	34.8	35.5	30.7	39.8	37.1	32.2	39.1	30.8	35.8	34.7	39.5	28.2	32.7	38.3	33.6
	(3.3)	(3.6)	(4.8)	(11.2)	(4.6)	(4.8)	(5.5)	(6.2)	(5.2)	(3.9)	(9.5)	(7.3)	(5.9)	(5.7)	(5.7)
Never	19.2	15.7	29.8	9.8	24.8	12.8	17.7	21.7	17.6	20.7	16.2	16.1	53.0	7.5	5.5
	(2.8)	(2.8)	(4.8)	(6.8)	(4.1)	(3.5)	(4.3)	(5.5)	(4.1)	(3.3)	(7.2)	(6.0)	(6.2)	(3.1)	(2.7)
Number of respondents	595	309	230	56	319	276	184	196	215	405	101	89	172	185	236
Average overall home-care independence score:*															
4 to 8	50.0	47.1	61.6	38.3	59.2	39.7	53.4	45.9	51.9	54.1	37.3	48.9	93.2	49.1	22.3
	(3.5)	(3.8)	(5.1)	(11.1)	(4.7)	(5.0)	(5.7)	(6.7)	(5.4)	(4.1)	(9.4)	(8.2)	(3.2)	(5.8)	(5.0)
9 to 12	35.1	36.7	30.3	39.0	32.6	37.8	34.5	34.3	36.4	35.1	36.1	33.1	6.8	40.8	49.3
	(3.4)	(3.7)	(4.8)	(11.2)	(4.5)	(5.0)	(5.4)	(6.4)	(5.2)	(3.9)	(9.4)	(7.7)	(3.2)	(5.7)	(6.0)
13 to 15	9.8	10.7	7.0	12.5	5.3	14.9	7.1	12.1	9.5	8.6	13.1	11.2	0.0	9.2	16.9
	(2.1)	(2.3)	(2.7)	(7.6)	(2.2)	(3.7)	(2.9)	(4.4)	(3.2)	(2.3)	(6.6)	(5.2)	(0.0)	(3.4)	(4.5)
16	5.1	5.5	1.1	10.2	2.9	7.5	5.0	7.8	2.2	2.2	13.5	6.8	0.0	1.0	11.6
	(1.5)	(1.7)	(1.1)	(6.9)	(1.6)	(2.7)	(2.5)	(3.6)	(1.6)	(1.2)	(6.7)	(4.2)	(0.0)	(1.1)	(3.9)
Number of respondents	593	309	228	56	317	276	183	196	214	404	101	88	170	185	236

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	36.4	26.8	29.8	34.8	30.7	30.5	30.0	30.4	33.0
	(7.1)	(5.9)	(4.5)	(5.5)	(4.7)	(6.4)	(6.2)	(5.8)	(5.0)
Usually	10.5	16.3	18.4	9.5	13.3	25.9	13.8	13.3	16.2
	(4.5)	(4.9)	(3.8)	(3.4)	(3.4)	(6.1)	(4.7)	(4.3)	(3.9)
Sometimes	32.4	40.1	33.5	36.3	37.7	23.2	31.7	42.0	31.8
	(6.9)	(6.5)	(4.6)	(5.6)	(4.9)	(5.9)	(6.3)	(6.3)	(5.0)
Never	20.7	16.9	18.4	19.4	18.4	20.4	24.5	14.2	19.0
	(6.0)	(5.0)	(3.8)	(4.6)	(3.9)	(5.6)	(5.8)	(4.4)	(4.2)
Number of respondents	128	162	258	128	341	107	163	182	240
Average overall home-care independence score:*									
4 to 8	51.5	47.7	48.8	48.6	52.1	44.4	58.3	48.6	44.6
	(7.4)	(6.7)	(4.9)	(5.8)	(5.1)	(6.9)	(6.7)	(6.3)	(5.3)
9 to 12	30.0	41.6	36.1	37.0	35.1	35.3	25.1	40.4	39.4
	(6.8)	(6.6)	(4.7)	(5.6)	(4.9)	(6.7)	(5.9)	(6.2)	(5.3)
13 to 15	9.5	7.5	12.4	10.1	8.8	10.8	7.2	8.3	13.6
	(4.3)	(3.5)	(3.2)	(3.5)	(2.9)	(4.3)	(3.5)	(3.5)	(3.7)
16	8.9	3.3	2.7	4.2	4.1	9.5	9.5	2.7	2.4
	(4.2)	(2.4)	(1.6)	(2.3)	(2.0)	(4.1)	(4.0)	(2.0)	(1.6)
Number of respondents	128	160	258	128	339	107	163	182	238

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Financial Independence	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of in-school youth receiving allowance or other money they control	73.2	64.6	74.4	85.2	75.5	70.5	77.9	69.4	72.3	73.2	---	---	63.6	74.1	79.3
	(3.7)	(4.6)	(5.0)	(9.2)	(5.0)	(5.4)	(4.6)	(6.5)	(8.7)	(3.6)			(6.8)	(6.1)	(6.1)
Number of respondents	427	194	155	41	226	201	184	166	77	427	0	0	131	128	167
Percentage of out-of-school youth who had:															
Savings account	42.0	29.9	55.1	---	41.6	42.3	---	57.1	37.5	---	45.0	38.2	43.1	43.3	40.3
	(6.4)	(7.4)	(8.4)		(8.9)	(9.4)		(17.0)	(6.9)		(10.2)	(7.5)	(12.3)	(9.9)	(11.6)
Checking account	6.5	12.4	6.4	---	6.6	6.3	---	1.7	8.1	---	6.0	7.0	6.1	10.7	3.7
	(3.2)	(5.3)	(4.1)		(4.5)	(4.6)		(4.4)	(3.9)		(4.9)	(3.9)	(5.9)	(6.2)	(4.5)
Other investments	0.2	0.0	0.5	---	0.0	0.4	---	0.0	0.2	---	0.0	0.4	0.8	0.0	0.0
	(0.5)	(0.0)	(1.2)		(0.0)	(1.1)		(0.0)	(0.7)		(0.0)	(1.0)	(2.3)	(0.0)	(0.0)
Credit card in own name	10.6	3.8	4.9	---	6.3	15.1	---	26.3	5.5	---	14.7	5.5	0.0	8.7	17.3
	(4.0)	(3.1)	(3.7)		(4.4)	(6.8)		(15.1)	(3.2)		(7.3)	(3.5)	(0.0)	(5.7)	(8.9)
None of these	50.9	57.6	38.0	---	51.3	50.4	---	41.2	53.4	---	48.9	53.2	48.9	45.1	56.0
	(6.5)	(8.0)	(8.2)		(9.0)	(9.4)		(16.9)	(7.0)		(10.3)	(7.6)	(12.3)	(9.9)	(11.7)
Number of respondents	173	68	71	13	95	77	2	28	143	0	81	92	42	61	67
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	14	4	7	2	7	7	0	0	14	0	4	10	3	4	7

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Financial Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	72.0	70.3	80.2	70.2	80.7	47.3	64.9	74.4	79.5
	(8.1)	(7.2)	(4.6)	(6.4)	(4.7)	(8.3)	(7.4)	(7.2)	(5.0)
Number of respondents	92	114	187	90	249	75	122	127	173
Percentage of out-of-school youth who had:									
Savings account	29.0	41.8	56.4	19.5	49.5	32.6	42.5	26.0	56.3
	(13.1)	(13.9)	(8.3)	(9.7)	(9.1)	(12.3)	(14.5)	(11.1)	(9.0)
Checking account	3.9	3.0	7.9	2.7	7.7	0.0	1.5	6.5	9.6
	(5.6)	(4.8)	(4.5)	(4.0)	(4.9)	(0.0)	(3.5)	(6.2)	(5.4)
Other investments	0.0	0.0	0.5	0.0	0.3	0.0	0.0	0.0	0.4
	(0.0)	(0.0)	(1.1)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(1.2)
Credit card in own name	18.8	0.0	11.6	0.0	14.4	1.7	26.0	0.0	10.1
	(11.3)	(0.0)	(5.3)	(0.0)	(6.4)	(3.4)	(12.7)	(0.0)	(5.5)
None of these	67.1	54.0	34.7	77.8	41.8	67.4	54.7	67.4	33.2
	(13.6)	(13.9)	(7.9)	(10.2)	(8.9)	(12.3)	(14.4)	(11.8)	(8.5)
Number of respondents	36	36	88	28	107	30	34	53	81
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---	---	---	---	---
Number of respondents	1	1	11	0	14	0	2	3	9

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Social Experiences	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage getting together with friends:															
Less than once a week	25.2	26.1	29.5	22.7	22.9	28.0	24.4	21.6	29.4	27.5	21.4	19.7	41.9	20.9	17.2
	(3.0)	(3.5)	(4.4)	(9.9)	(4.1)	(4.4)	(4.7)	(5.4)	(5.1)	(3.7)	(7.7)	(6.1)	(5.8)	(4.6)	(4.7)
Once a week	17.3	21.3	15.7	12.5	16.4	18.3	15.1	13.2	22.8	15.8	19.5	21.1	19.1	21.9	12.5
	(2.6)	(3.3)	(3.5)	(7.8)	(3.6)	(3.8)	(4.0)	(4.4)	(4.7)	(3.0)	(7.4)	(6.2)	(4.7)	(4.6)	(4.1)
2 to 3 times a week	28.0	25.0	25.1	32.1	26.8	29.5	25.2	36.2	22.1	27.6	27.1	31.5	22.9	32.1	28.7
	(3.1)	(3.5)	(4.2)	(11.0)	(4.3)	(4.5)	(4.8)	(6.3)	(4.7)	(3.7)	(8.3)	(7.1)	(5.0)	(5.2)	(5.6)
4 to 5 times a week	12.4	11.0	7.0	23.6	14.4	10.0	13.9	10.6	13.0	11.2	16.9	11.2	4.8	8.4	20.6
	(2.3)	(2.5)	(2.5)	(10.0)	(3.4)	(3.0)	(3.8)	(4.0)	(3.8)	(2.6)	(7.0)	(4.8)	(2.5)	(3.1)	(5.0)
More than 5 times a week	17.1	16.6	22.6	9.1	19.5	14.3	21.4	18.5	12.6	17.8	15.1	16.5	11.3	16.6	21.1
	(2.6)	(3.0)	(4.0)	(6.8)	(3.9)	(3.5)	(4.5)	(5.1)	(3.7)	(3.2)	(6.7)	(5.6)	(3.8)	(4.2)	(5.0)
Number of respondents	635	279	232	56	338	297	191	203	241	427	108	100	186	197	249
Percentage belonging to:															
No school/community group	62.2	67.3	52.4	62.3	64.5	59.5	59.5	60.2	66.0	58.5	73.8	63.1	68.6	58.1	61.3
	(3.3)	(3.7)	(4.7)	(10.6)	(4.6)	(4.7)	(5.4)	(6.2)	(5.1)	(4.1)	(7.8)	(6.9)	(5.5)	(5.5)	(5.9)
Sports team	13.5	13.9	18.9	8.7	15.4	11.2	17.4	17.0	7.5	16.4	10.5	4.4	13.7	15.0	12.3
	(2.3)	(2.8)	(3.7)	(6.2)	(3.4)	(3.0)	(4.2)	(4.8)	(2.8)	(3.0)	(5.4)	(2.9)	(4.0)	(4.0)	(4.0)
Performing group	5.2	5.2	8.0	2.6	3.7	6.9	6.6	6.8	2.7	6.7	3.5	0.7	3.6	5.6	5.6
	(1.5)	(1.8)	(2.6)	(3.5)	(1.8)	(2.4)	(2.7)	(3.2)	(1.7)	(2.1)	(3.3)	(1.2)	(2.2)	(2.6)	(2.8)
Community/church group	19.7	15.3	23.7	26.3	17.5	22.3	21.8	18.0	19.9	21.4	11.5	23.6	12.5	21.5	22.7
	(2.7)	(2.9)	(4.0)	(9.7)	(3.6)	(4.0)	(4.5)	(4.9)	(4.3)	(3.4)	(5.7)	(6.1)	(3.9)	(4.6)	(5.1)
School subject club	1.5	1.9	0.5	1.0	1.2	1.9	1.3	2.5	0.7	2.0	0.8	0.0	0.5	1.5	2.2
	(0.8)	(1.1)	(0.6)	(2.2)	(1.0)	(1.3)	(1.2)	(2.0)	(0.9)	(1.2)	(1.6)	(0.0)	(0.8)	(1.3)	(1.8)
Fraternity/sorority or other social club	7.8	1.4	20.5	3.9	9.8	5.7	0.0	6.1	8.8	0.0	6.8	9.3	12.1	6.8	6.3
	(3.2)	(1.7)	(6.7)	(8.1)	(4.9)	(3.9)	(0.0)	(7.1)	(3.7)	(0.0)	(4.5)	(4.2)	(7.1)	(4.7)	(5.2)
Hobby club	2.0	2.4	2.1	1.1	1.6	2.4	1.3	3.0	1.3	2.0	0.0	0.0	0.4	4.0	1.6
	(1.2)	(1.5)	(1.6)	(2.7)	(1.5)	(1.8)	(1.3)	(2.4)	(2.2)	(1.2)	(0.0)	(0.0)	(0.9)	(2.7)	(1.9)
Student government	1.2	0.9	0.3	0.0	1.0	1.4	0.7	1.1	1.6	1.6	0.7	0.0	1.1	0.8	1.5
	(0.7)	(0.8)	(0.5)	(0.0)	(1.0)	(1.1)	(0.9)	(1.3)	(1.4)	(1.0)	(1.5)	(0.0)	(1.2)	(1.0)	(1.5)
Volunteer service group	1.0	1.5	1.0	0.6	0.8	1.1	0.7	1.8	0.4	1.1	0.6	1.1	0.5	1.7	0.8
	(0.7)	(1.0)	(1.0)	(1.7)	(0.9)	(1.0)	(0.9)	(1.7)	(0.7)	(0.9)	(1.3)	(1.5)	(0.8)	(1.4)	(1.1)
Vocational club	0.7	1.1	0.7	0.4	0.8	0.6	0.4	1.6	0.0	1.0	0.3	0.0	0.0	1.5	0.6
	(0.6)	(0.8)	(0.8)	(1.4)	(0.8)	(0.8)	(0.7)	(1.6)	(0.0)	(0.8)	(0.9)	(0.0)	(0.0)	(1.3)	(1.0)
Other	4.8	1.5	9.0	3.5	3.0	6.9	1.8	5.4	6.4	3.2	6.3	10.3	5.9	3.2	5.0
	(1.5)	(1.0)	(2.7)	(4.0)	(1.6)	(2.5)	(1.5)	(2.9)	(2.6)	(1.4)	(4.3)	(4.3)	(2.8)	(2.0)	(2.7)
Number of respondents	643	283	233	57	341	302	192	204	247	429	108	106	188	199	253

Source: Parent interviews

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	20.5	27.6	26.2	26.0	23.4	32.6	26.6	26.8	22.8
	(6.0)	(5.9)	(4.1)	(5.0)	(4.2)	(6.4)	(5.8)	(6.0)	(4.3)
Once a week	12.6	20.5	20.1	17.3	14.8	25.4	14.8	17.1	19.2
	(4.9)	(5.3)	(3.7)	(4.3)	(3.5)	(6.0)	(4.6)	(5.1)	(4.0)
2 to 3 times a week	34.3	27.8	22.0	23.7	29.3	28.9	35.1	22.9	26.7
	(7.0)	(5.9)	(3.9)	(4.8)	(4.5)	(6.2)	(6.2)	(5.7)	(4.5)
4 to 5 times a week	14.0	8.8	14.4	11.5	14.4	5.8	6.2	16.4	14.3
	(5.1)	(3.7)	(3.3)	(3.6)	(3.5)	(3.2)	(3.1)	(5.0)	(3.6)
More than 5 times a week	18.7	15.3	17.3	21.4	18.2	7.2	17.3	16.8	17.0
	(5.8)	(4.7)	(3.5)	(4.7)	(3.8)	(3.6)	(4.9)	(5.0)	(3.8)
Number of respondents	139	167	276	134	371	110	174	189	260
Percentage belonging to:									
No school/community group	71.6	68.8	46.7	69.5	57.7	69.7	79.3	69.7	38.8
	(6.6)	(6.1)	(4.7)	(5.2)	(4.8)	(6.3)	(5.2)	(6.1)	(5.0)
Sports team	7.7	13.9	17.9	11.7	15.0	8.7	7.1	9.6	23.6
	(3.9)	(4.5)	(3.6)	(3.6)	(3.5)	(3.9)	(3.3)	(3.9)	(4.3)
Performing group	3.1	3.5	8.1	8.7	5.3	1.4	2.5	4.1	8.3
	(2.5)	(2.4)	(2.6)	(3.2)	(2.2)	(1.6)	(2.0)	(2.6)	(2.8)
Community/church group	19.1	10.5	29.3	13.2	23.0	14.6	8.6	17.6	32.3
	(5.7)	(4.0)	(4.3)	(3.8)	(4.1)	(4.8)	(3.6)	(5.1)	(4.8)
School subject club	0.9	2.9	1.3	2.7	1.1	1.7	2.0	0.4	2.2
	(1.4)	(2.2)	(1.0)	(1.8)	(1.0)	(1.8)	(1.8)	(0.8)	(1.5)
Fraternity/sorority or other social club	0 0	9.3	15.8	0.8	10.7	5.9	0.0	5.7	17.0
	(0.0)	(6.9)	(6.0)	(1.8)	(5.3)	(5.7)	(0.0)	(5.3)	(6.6)
Hobby club	2.6	0.0	3.8	3.4	1.4	1.9	0.9	0.8	4.3
	(2.9)	(0.0)	(2.2)	(2.5)	(1.4)	(2.3)	(1.5)	(1.5)	(2.5)
Student government	0.5	3.0	0.6	2.8	0.8	1.0	1.4	1.3	0.9
	(1.0)	(2.2)	(0.7)	(1.9)	(0.9)	(1.4)	(1.5)	(1.5)	(1.0)
Volunteer service group	0.5	1.5	1.3	1.5	1.1	0.0	0.4	0.9	1.7
	(1.0)	(1.6)	(1.1)	(1.4)	(1.0)	(0.0)	(0.8)	(1.2)	(1.3)
Vocational club	0.5	0.0	1.4	1.4	0.7	0.0	0.5	0.8	0.8
	(1.0)	(0.0)	(1.1)	(1.3)	(0.8)	(0.0)	(0.9)	(1.2)	(0.9)
Other	1.9	3.4	8.0	1.8	5.9	5.1	2.2	3.8	7.8
	(2.0)	(2.4)	(2.5)	(1.5)	(2.3)	(3.0)	(1.9)	(2.6)	(2.7)
Number of respondents	142	168	279	136	376	111	177	193	260

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage ever arrested	3.0	4.7	1.9	2.1	4.4	1.3	1.9	2.3	4.4	2.4	1.6	7.2	0.4	5.4	2.9
	(1.2)	(1.7)	(1.3)	(3.1)	(1.9)	(1.1)	(1.5)	(1.9)	(2.2)	(1.3)	(2.2)	(3.7)	(0.7)	(2.5)	(2.1)
Number of respondents	644	284	233	57	342	302	193	204	247	429	109	106	189	198	254
Percentage of out-of-school youth who were:*															
Single, never married	93.9	98.8	94.3	---	97.8	89.9	---	97.7	92.6	---	94.1	93.8	100	96.5	89.0
	(3.4)	(1.8)	(3.8)		(2.5)	(6.9)		(6.3)	(3.5)		(5.3)	(3.9)	(0.0)	(3.3)	(8.4)
Engaged	4.0	0.0	2.3	---	1.5	6.6	---	0.0	5.3	---	5.9	1.7	0.0	2.3	7.2
	(2.8)	(0.0)	(2.4)		(2.1)	(5.7)		(0.0)	(3.0)		(5.3)	(2.1)	(0.0)	(2.7)	(7.0)
Married	1.9	1.2	2.8	---	0.7	3.1	---	2.3	1.8	---	0.0	4.1	0.0	1.2	3.3
	(1.9)	(1.8)	(2.7)		(1.5)	(4.0)		(6.3)	(1.8)		(0.0)	(3.2)	(0.0)	(2.0)	(4.8)
Divorced/separated	0.2	0.0	0.6	---	0.0	0.4	---	0.0	0.3	---	0.0	0.4	0.0	0.0	0.5
	(0.6)	(0.0)	(1.3)		(0.0)	(1.5)		(0.0)	(0.7)		(0.0)	(1.1)	(0.0)	(0.0)	(1.8)
Number of respondents	175	69	72	14	96	79	2	28	145	0	81	94	43	63	67

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	1.1	2.9	5.3	4.2	2.3	3.9	2.3	2.9	3.9
	(1.5)	(2.2)	(2.1)	(2.3)	(1.5)	(2.6)	(1.9)	(2.2)	(2.0)
Number of respondents	142	169	279	137	376	111	177	193	261
Percentage of out-of-school youth who were:*									
Single, never married	95.9	97.6	89.2	100	91.5	96.8	97.7	84.6	99.0
	(6.2)	(4.7)	(5.5)	(0.0)	(5.4)	(5.3)	(5.4)	(9.4)	(1.7)
Engaged	2.3	0.0	8.3	0.0	6.1	0.0	0.0	12.0	0.0
	(4.7)	(0.0)	(4.9)	(0.0)	(4.7)	(0.0)	(0.0)	(8.5)	(0.0)
Married	1.8	2.4	2.0	0.0	2.0	3.2	2.3	2.8	1.0
	(4.1)	(4.7)	(2.5)	(0.0)	(2.8)	(5.3)	(5.4)	(4.3)	(1.7)
Divorced/separated	0.0	0.0	0.5	0.0	0.3	0.0	0.0	0.6	0.0
	(0.0)	(0.0)	(1.3)	(0.0)	(1.1)	(0.0)	(0.0)	(2.0)	(0.0)
Number of respondents	36	37	89	29	109	30	35	54	82

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Postsecondary Education	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage taking any post-secondary education course in the past year	19.0	15.6	32.4	7.4	22.5	15.3	---	11.9	22.8	---	12.6	28.5	7.4	32.8	15.1
	(4.6)	(5.2)	(7.5)	(10.9)	(6.8)	(5.9)		(9.4)	(5.5)		(5.9)	(6.5)	(5.7)	(8.8)	(7.4)
Number of respondents	218	88	81	16	115	103	8	39	171	0	109	106	54	70	87
Percentage taking in past year:															
Postsecondary vocational courses	6.7	7.4	8.5	5.4	9.6	3.6	---	2.1	8.7	---	5.0	9.0	1.3	14.2	3.7
	(3.0)	(3.9)	(4.5)	(9.4)	(5.0)	(3.1)		(4.3)	(3.7)		(4.0)	(4.1)	(2.6)	(6.6)	(4.0)
2-year college courses	8.8	6.4	18.1	0.0	9.9	7.7	---	10.3	8.7	---	7.8	10.4	2.6	11.0	10.0
	(3.4)	(3.6)	(6.3)	(0.0)	(5.1)	(4.5)		(9.2)	(3.7)		(4.9)	(4.4)	(3.6)	(5.9)	(6.4)
4-year college courses	4.2	3.2	6.8	2.0	4.2	4.2	---	0.0	6.0	---	0.5	9.5	3.7	8.2	2.0
	(2.3)	(2.5)	(4.0)	(5.8)	(3.3)	(3.3)		(0.0)	(3.1)		(1.2)	(4.2)	(4.1)	(5.2)	(2.9)
Number of respondents	208	81	78	16	108	100	6	36	166	0	102	104	51	69	82
Average number courses taken in the past year by students in a:															
Postsecondary vocational program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	13	6	5	1	8	5	0	1	12	0	6	7	1	7	4
2-year college	4.4	---	---	---	---	---	---	---	5.5	---	---	---	---	---	---
	(1.5)								(1.8)						
Number of respondents	22	5	13	0	13	9	0	6	16	0	11	11	2	6	13
4-year college	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	11	4	5	1	5	6	0	0	11	0	1	10	2	7	2
Percentage taking courses in the past year who earned a:															
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	13	6	5	1	8	5	0	1	12	0	6	7	1	7	4
Percentage with postsecondary grade point average															
3.25 to 4.0	30.5	---	33.6	---	14.7	58.8	---	---	24.9	---	38.1	19.0	---	17.1	42.3
	(10.3)		(14.7)		(10.7)	(15.5)			(11.3)		(15.3)	(12.8)		(14.4)	(15.5)
2.75 to 3.24	19.9	---	27.9	---	18.4	22.7	---	---	17.6	---	13.1	27.3	---	26.5	16.9
	(9.0)		(14.0)		(11.7)	(13.2)			(10.0)		(10.7)	(14.6)		(16.9)	(11.8)
2.25 to 2.74	30.8	---	24.7	---	41.5	11.6	---	---	36.0	---	33.5	30.6	---	49.4	8.4
	(10.4)		(13.4)		(14.9)	(10.1)			(12.5)		(14.9)	(15.1)		(19.1)	(8.7)
1.75 to 2.24	15.5	---	13.8	---	24.1	0.0	---	---	20.5	---	13.4	18.3	---	6.9	24.8
	(8.1)		(10.8)		(12.9)	(0.0)			(10.6)		(10.8)	(12.7)		(9.7)	(13.6)
1.74 or lower	3.3	---	0.0	---	1.3	6.9	---	---	1.1	---	1.9	4.8	---	0.0	7.6
	(4.0)		(0.0)		(3.5)	(8.0)			(2.8)		(4.3)	(7.0)		(0.0)	(8.3)
Number of respondents	40	13	19	3	23	17	2	7	31	0	19	20	5	15	19

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any post-secondary education course in the past year	13.2	11.4	32.9	13.7	18.9	17.6	11.7	10.1	33.9
	(8.3)	(7.4)	(7.7)	(6.8)	(6.5)	(9.1)	(7.5)	(6.9)	(8.3)
Number of respondents	50	53	92	45	128	36	54	65	87
Percentage taking in past year:									
Postsecondary vocational courses	8.9	3.3	7.6	9.4	5.3	10.3	8.1	3.6	8.1
	(7.3)	(4.3)	(4.4)	(6.0)	(3.9)	(7.3)	(6.5)	(4.4)	(4.9)
2-year college courses	5.2	7.6	14.5	5.8	8.1	7.3	3.3	1.9	19.5
	(5.7)	(6.4)	(5.8)	(4.8)	(4.7)	(6.2)	(4.3)	(3.2)	(7.1)
4-year college courses	0.0	0.9	11.2	0.0	6.0	0.0	0.9	4.8	7.1
	(0.0)	(2.2)	(5.1)	(0.0)	(4.0)	(0.0)	(2.2)	(4.9)	(4.5)
Number of respondents	46	50	90	41	122	36	51	62	84
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	5	2	5	4	5	4	5	2	5
2-year college	---	---	---	---	5.1	---	---	---	4.8
					(1.9)				(1.7)
Number of respondents	2	5	14	1	15	3	1	2	18
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	1	9	0	10	0	1	4	6
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	3	2	5	2	5	3	2	2	5
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	24.7	---	22.4	---	---	---	30.3
			(14.6)		(10.9)				(15.0)
2.75 to 3.24	---	---	14.7	---	22.6	---	---	---	30.2
			(12.0)		(10.9)				(15.0)
2.25 to 2.74	---	---	38.3	---	34.9	---	---	---	31.1
			(16.4)		(12.5)				(15.1)
1.75 to 2.24	---	---	20.5	---	15.7	---	---	---	3.6
			(13.6)		(9.5)				(6.1)
1.74 or lower	---	---	1.9	---	4.3	---	---	---	4.9
			(4.6)		(5.3)				(7.0)
Number of respondents	7	10	21	5	31	3	8	9	21

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of youth working for pay in past year	32.0	26.0	33.1	43.1	31.2	32.9	20.1	36.1	36.3	25.7	41.9	46.7	14.1	25.2	48.8
	(3.1)	(3.5)	(4.4)	(10.9)	(4.4)	(4.5)	(4.4)	(6.1)	(5.1)	(3.6)	(8.6)	(7.1)	(4.1)	(4.8)	(6.1)
Number of respondents	651	286	238	57	343	308	193	206	252	431	112	108	189	199	255
Percentage of youth who currently had:															
No employment	64.7	67.8	58.9	66.0	64.5	65.0	67.7	63.4	63.9	64.3	64.5	66.9	80.1	68.6	50.6
	(3.3)	(3.7)	(4.7)	(11.0)	(4.6)	(4.6)	(5.1)	(6.3)	(5.2)	(4.0)	(8.9)	(6.6)	(4.7)	(5.2)	(6.1)
Volunteer work only	9.5	9.2	12.5	7.9	8.5	10.5	9.9	9.7	8.9	8.5	10.2	12.6	4.3	10.3	12.6
	(2.0)	(2.3)	(3.2)	(6.3)	(2.7)	(3.0)	(3.3)	(3.8)	(3.1)	(2.3)	(5.6)	(4.7)	(2.4)	(3.4)	(4.0)
Workstudy only	10.4	12.3	12.5	4.6	9.3	11.7	11.4	12.0	8.1	15.6	1.1	0.0	8.7	10.0	12.1
	(2.1)	(2.6)	(3.2)	(4.9)	(2.8)	(3.1)	(3.5)	(4.2)	(3.0)	(3.0)	(1.9)	(0.0)	(3.3)	(3.3)	(4.0)
Sheltered work only	2.1	1.6	2.8	0.4	2.5	1.7	0.8	0.4	4.6	0.5	3.8	6.6	3.2	3.1	0.7
	(1.0)	(1.0)	(1.6)	(1.5)	(1.5)	(1.2)	(1.0)	(0.8)	(2.3)	(0.6)	(3.6)	(3.5)	(2.1)	(1.9)	(1.0)
Part time competitive work	11.1	7.9	9.9	19.6	11.9	10.1	9.7	11.9	11.3	10.3	12.5	12.6	3.3	6.0	20.1
	(2.1)	(2.1)	(2.9)	(9.2)	(3.1)	(2.9)	(3.3)	(4.2)	(3.4)	(2.5)	(6.1)	(4.7)	(2.1)	(2.7)	(4.9)
Full time competitive work	2.3	1.2	3.4	1.4	3.3	1.0	0.5	2.6	3.2	0.8	7.9	1.3	0.4	2.0	3.8
	(1.0)	(0.9)	(1.7)	(2.7)	(1.7)	(1.0)	(0.8)	(2.1)	(1.9)	(0.7)	(5.0)	(1.6)	(0.7)	(1.6)	(2.3)
Number of respondents	653	287	235	57	348	305	193	206	254	430	109	114	189	199	253
Percentage of employed youth with:															
1 paid job	94.3	96.5	84.8	---	92.9	96.4	90.8	90.4	98.5	94.0	93.2	96.6	---	93.5	93.4
	(5.1)	(4.1)	(7.5)		(6.8)	(7.1)	(7.2)	(12.4)	(4.1)	(7.4)	(11.7)	(5.8)		(7.5)	(7.7)
2 or more paid jobs	5.7	3.5	15.2	---	7.1	3.6	9.2	9.6	1.5	6.0	6.8	3.4	---	6.5	6.6
	(5.1)	(4.1)	(7.5)		(6.8)	(7.1)	(7.2)	(12.4)	(4.1)	(7.4)	(11.7)	(5.8)		(7.5)	(7.7)
Number of respondents	104	38	43	10	64	40	28	34	42	55	26	23	13	23	67
Percentage with paid job earning an hourly rate of:															
< $3.00	16.0	30.0	17.1	---	11.1	24.0	28.1	2.8	21.2	13.5	12.5	27.0	---	24.7	12.4
	(8.3)	(10.4)	(8.4)		(8.5)	(17.2)	(11.2)	(7.0)	(14.6)	(10.8)	(16.7)	(14.6)		(14.1)	(10.3)
$3.00 to $3.99	66.8	52.5	55.3	---	68.7	63.7	61.7	77.0	61.1	73.6	67.6	49.4	---	49.7	72.3
	(10.6)	(11.3)	(11.1)		(12.5)	(19.4)	(12.1)	(18.0)	(17.4)	(13.9)	(23.6)	(16.4)		(16.4)	(14.0)
$4.00 to $4.99	7.9	5.1	16.6	---	9.3	5.6	8.4	13.0	3.8	8.9	4.9	10.0	---	6.8	9.2
	(6.1)	(5.0)	(8.3)		(7.8)	(9.3)	(6.9)	(14.4)	(6.8)	(9.0)	(10.8)	(9.9)		(8.2)	(9.1)
$5.00 or more	9.3	12.4	11.0	---	10.8	6.6	1.8	7.2	13.9	3.9	15.0	13.6	---	18.8	6.1
	(6.5)	(7.5)	(7.0)		(8.4)	(10.0)	(3.3)	(11.1)	(12.4)	(6.1)	(18.0)	(11.3)		(12.8)	(7.5)
Number of respondents	98	36	39	10	61	37	28	33	37	54	23	21	12	20	65
Average wage of employed youth	3.80	3.40	4.70	---	3.60	4.20	3.40	4.50	3.40	4.20	3.50	3.30	---	3.70	3.50
	(0.80)	(0.40)	(1.80)		(0.40)	(1.90)	(0.90)	(2.10)	(0.60)	(1.40)	(0.50)	(0.60)		(0.90)	(0.40)
Number of respondents	98	36	39	10	61	37	28	33	37	54	23	21	12	20	65

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	33.3	27.7	36.1	15.9	37.8	28.6	24.7	32.3	38.8
	(6.9)	(5.8)	(4.5)	(4.1)	(4.7)	(6.2)	(5.5)	(6.2)	(4.9)
Number of respondents	143	170	280	137	380	111	178	194	262
Percentage of youth who currently had:									
No employment	63.6	69.9	58.5	76.3	60.4	67.7	70.1	64.7	57.9
	(7.0)	(6.0)	(4.6)	(4.8)	(4.8)	(6.4)	(5.9)	(6.4)	(5.0)
Volunteer work only	9.1	8.1	12.3	7.3	9.6	11.2	5.5	7.9	15.4
	(4.2)	(3.5)	(3.1)	(2.9)	(2.9)	(4.3)	(2.9)	(3.6)	(3.7)
Workstudy only	9.0	12.8	9.5	9.0	10.6	12.4	10.7	12.2	9.2
	(4.2)	(4.3)	(2.8)	(3.2)	(3.0)	(4.5)	(4.0)	(4.3)	(2.9)
Sheltered work only	1.1	3.1	2.4	0.0	2.5	3.1	2.8	1.8	1.8
	(1.5)	(2.3)	(1.4)	(0.0)	(1.5)	(2.3)	(2.1)	(1.8)	(1.4)
Part time competitive work	15.2	4.5	13.4	5.9	14.5	3.4	8.6	10.6	13.8
	(5.2)	(2.7)	(3.2)	(2.7)	(3.4)	(2.4)	(3.6)	(4.1)	(3.5)
Full time competitive work	2.0	1.5	3.9	1.4	2.5	2.3	2.4	2.8	1.9
	(2.0)	(1.6)	(1.8)	(1.3)	(1.5)	(2.0)	(1.9)	(2.2)	(1.4)
Number of respondents	143	170	278	138	382	112	178	194	260
Percentage of employed youth with:									
1 paid job	100	96.6	88.9	---	96.1	---	100	94.5	89.6
	(0.0)	(5.0)	(5.9)		(5.2)		(0.0)	(10.4)	(6.0)
2 or more paid jobs	0.0	3.4	11.1	---	3.9	---	0.0	5.5	10.4
	(0.0)	(5.0)	(5.9)		(5.2)		(0.0)	(10.4)	(6.0)
Number of respondents	17	21	61	10	79	10	17	30	55
Percentage with paid job earning an hourly rate of:									
< $3.00	13.5	17.3	17.7	---	15.3	---	14.3	15.5	18.6
	(17.4)	(11.4)	(7.4)		(10.0)		(19.1)	(17.0)	(8.0)
$3.00 to $3.99	80.9	71.5	52.6	---	71.4	---	83.0	67.8	55.8
	(20.1)	(13.6)	(9.6)		(12.5)		(20.5)	(22.0)	(10.2)
$4.00 to $4.99	2.5	5.2	15.5	---	6.2	---	2.7	5.6	14.3
	(8.0)	(6.7)	(7.0)		(6.7)		(8.8)	(10.8)	(7.2)
$5.00 or more	3.1	6.0	14.3	---	7.2	---	0.0	11.1	11.3
	(8.8)	(7.2)	(6.7)		(7.1)		(0.0)	(14.7)	(6.5)
Number of respondents	17	18	58	10	75	8	16	29	51
Average wage of employed youth	3.10	3.70	4.50	---	3.80	---	3.20	4.40	3.60
	(0.30)	(0.90)	(1.40)		(1.10)		(0.20)	(2.50)	(0.60)
Number of respondents	17	18	58	10	75	8	16	29	51

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Percentage of employed youth working at:															
Lawn work or odd jobs	7.4	6.8	16.6	---	11.9	0.0	19.8	3.2	5.8	9.7	6.7	3.2	---	16.9	5.8
	(4.5)	(5.7)	(8.4)		(7.2)	(0.0)	(11.6)	(5.7)	(6.3)	(6.9)	(9.7)	(5.4)		(12.9)	(5.6)
Waiter/waitress, busboy, cook	8.3	14.7	14.9	---	11.5	2.9	16.9	10.3	3.4	12.2	4.8	4.1	---	0.0	9.9
	(4.8)	(8.0)	(8.0)		(7.1)	(4.6)	(11.0)	(9.7)	(4.9)	(7.7)	(8.3)	(6.1)		(0.0)	(7.2)
Babysitting/child care	9.8	21.4	8.1	---	3.6	20.2	22.9	4.9	8.3	13.9	5.7	6.1	---	11.4	9.8
	(5.1)	(9.3)	(6.1)		(4.1)	(11.0)	(12.3)	(6.9)	(7.4)	(8.1)	(9.0)	(7.3)		(10.9)	(7.1)
Farm/agricultural work	0.5	0.0	0.0	---	0.9	0.0	3.0	0.0	0.0	1.1	0.0	0.0	---	0.0	0.0
	(1.3)	(0.0)	(0.0)		(2.1)	(0.0)	(5.0)	(0.0)	(0.0)	(2.5)	(0.0)	(0.0)		(0.0)	(0.0)
Factory work	7.3	2.0	18.1	---	8.9	4.6	0.0	0.0	15.6	4.7	7.7	12.7	---	17.9	0.5
	(4.5)	(3.2)	(8.7)		(6.4)	(5.7)	(0.0)	(0.0)	(9.7)	(5.0)	(10.3)	(10.2)		(13.2)	(1.8)
Skilled trade	2.9	1.5	2.3	---	1.2	5.8	0.0	2.6	4.3	0.7	8.5	0.0	---	4.3	3.0
	(2.9)	(2.7)	(3.4)		(2.4)	(6.4)	(0.0)	(5.1)	(5.4)	(2.0)	(10.7)	(0.0)		(7.0)	(4.1)
Other manual labor	19.5	15.6	8.1	---	30.3	1.3	16.2	9.4	28.3	30.6	4.0	15.8	---	11.2	25.7
	(6.8)	(8.2)	(6.1)		(10.3)	(3.1)	(10.8)	(9.4)	(12.1)	(10.8)	(7.6)	(11.2)		(10.8)	(10.5)
Sales, store clerk, cashier	17.7	14.9	5.8	---	4.2	40.2	15.1	38.4	3.2	10.8	37.9	4.8	---	0.0	26.6
	(6.6)	(8.1)	(5.2)		(4.5)	(13.5)	(10.5)	(15.6)	(4.7)	(7.2)	(18.7)	(6.6)		(0.0)	(10.6)
Office/clerical work	16.3	18.5	19.1	---	13.6	20.9	6.6	21.6	16.2	9.9	18.7	27.7	---	7.7	16.3
	(6.4)	(8.8)	(8.8)		(7.6)	(11.2)	(7.2)	(13.2)	(9.9)	(7.0)	(15.1)	(13.8)		(9.1)	(8.9)
Hospital work/health care	1.9	2.7	3.8	---	3.0	0.0	2.6	2.1	1.4	2.5	2.2	0.0	---	5.7	1.0
	(2.3)	(3.7)	(4.3)		(3.8)	(0.0)	(4.6)	(4.6)	(3.2)	(3.6)	(5.7)	(0.0)		(7.9)	(2.4)
Other	10.2	4.2	7.2	---	12.2	6.9	11.0	5.5	13.4	9.1	1.2	25.7	---	18.0	6.4
	(5.2)	(4.5)	(5.8)		(7.3)	(7.0)	(9.1)	(7.3)	(9.2)	(6.7)	(4.2)	(13.4)		(13.2)	(5.9)
Number of respondents	99	35	41	10	62	37	27	32	40	53	23	23	12	21	65
Of youth working for pay, percentage working:															
< 10 hours/week	23.3	28.0	21.2	---	22.8	24.2	33.5	16.5	24.5	28.9	4.3	39.1	---	26.6	14.6
	(9.4)	(10.0)	(8.9)		(11.3)	(16.5)	(12.0)	(16.0)	(14.5)	(14.4)	(9.7)	(15.7)		(13.4)	(11.2)
10 to 21 hours/week	30.8	38.3	20.8	---	39.1	17.7	29.8	18.7	39.9	43.4	8.6	35.1	---	36.7	32.4
	(10.3)	(10.9)	(8.8)		(13.2)	(14.7)	(11.6)	(16.8)	(16.5)	(15.7)	(13.4)	(15.4)		(14.7)	(14.9)
22 to 34 hours/week	26.1	18.0	27.2	---	14.8	43.9	32.1	44.5	10.6	20.7	42.6	13.8	---	8.4	36.1
	(9.7)	(8.6)	(9.7)		(9.6)	(19.2)	(11.8)	(21.4)	(10.4)	(12.8)	(23.6)	(11.1)		(8.5)	(15.3)
35 hours/week or more	19.7	15.8	30.9	---	23.2	14.2	4.6	20.3	24.9	7.1	44.5	11.9	---	28.2	16.9
	(8.8)	(8.2)	(10.1)		(11.4)	(13.5)	(5.3)	(17.4)	(14.6)	(8.1)	(23.7)	(10.4)		(13.7)	(11.9)
Number of respondents	100	37	40	10	61	39	27	32	41	53	25	22	13	23	63
Average hours per week worked by paid workers	21.0	19.3	23.6	---	20.1	22.4	16.5	25.1	19.7	15.3	32.2	17.5	---	20.6	22.5
	(2.3)	(3.0)	(3.2)		(3.1)	(3.3)	(3.0)	(3.7)	(3.9)	(2.5)	(3.9)	(3.7)		(4.6)	(3.1)
Number of respondents	100	37	40	10	61	39	27	32	41	53	25	22	13	23	63

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	5.0	3.8	8.1	---	8.5	---	7.3	4.5	8.2
	(9.2)	(7.4)	(5.6)		(6.1)		(11.1)	(7.3)	(6.2)
Waiter/waitress, busboy, cook	0.0	22.2	12.5	---	8.7	---	3.0	7.1	13.5
	(0.0)	(16.1)	(6.8)		(6.1)		(7.3)	(9.0)	(7.7)
Babysitting/child care	14.1	0.0	7.9	---	8.3	---	7.4	9.8	12.1
	(14.7)	(0.0)	(5.5)		(6.0)		(11.2)	(10.4)	(7.3)
Farm/agricultural work	0.0	0.0	1.4	---	0.7	---	0.0	0.0	1.4
	(0.0)	(0.0)	(2.4)		(1.8)		(0.0)	(0.0)	(2.7)
Factory work	0.0	11.4	14.2	---	7.5	---	3.1	5.1	12.5
	(0.0)	(12.3)	(7.2)		(5.7)		(7.4)	(7.7)	(7.5)
Skilled trade	0.0	6.0	2.8	---	1.4	---	6.5	3.5	0.0
	(0.0)	(9.3)	(3.4)		(2.5)		(10.5)	(6.5)	(0.0)
Other manual labor	32.3	9.3	6.8	---	22.7	---	4.1	47.5	5.6
	(19.7)	(11.3)	(5.2)		(9.1)		(8.5)	(17.5)	(5.2)
Sales, store clerk, cashier	35.0	7.0	6.0	---	18.7	---	47.4	1.8	10.0
	(20.1)	(9.9)	(4.9)		(8.5)		(21.3)	(4.7)	(6.8)
Office/clerical work	13.6	24.1	18.2	---	14.1	---	18.1	14.7	17.3
	(14.5)	(16.6)	(7.9)		(7.5)		(16.4)	(12.4)	(8.5)
Hospital work/health care	0.0	3.1	3.6	---	1.8	---	0.0	1.5	3.6
	(0.0)	(6.7)	(3.8)		(2.9)		(0.0)	(4.3)	(4.2)
Other	0.0	16.8	17.5	---	11.8	---	3.0	11.7	14.8
	(0.0)	(14.5)	(7.8)		(7.0)		(7.3)	(11.2)	(8.0)
Number of respondents	17	19	58	9	76	9	16	28	53
Of youth working for pay, percentage working:									
< 10 hours/week	19.9	10.5	28.7	---	22.3	---	19.8	10.9	33.5
	(20.4)	(8.5)	(8.7)		(11.5)		(21.1)	(14.3)	(9.5)
10 to 21 hours/week	32.5	36.5	30.0	---	35.0	---	9.0	47.0	34.7
	(23.9)	(13.4)	(8.8)		(13.1)		(15.2)	(22.9)	(9.6)
22 to 34 hours/week	36.6	26.6	15.6	---	26.4	---	47.8	21.1	15.1
	(24.6)	(12.3)	(7.0)		(12.1)		(26.4)	(18.7)	(7.2)
35 hours/week or more	10.9	26.4	25.7	---	16.3	---	23.3	21.0	16.7
	(15.9)	(12.3)	(8.4)		(10.2)		(22.4)	(18.7)	(7.5)
Number of respondents	17	21	58	10	75	10	17	30	52
Average hours per week worked by paid workers	20.1	23.1	21.4	---	20.2	---	26.2	19.9	18.6
	(5.0)	(4.4)	(3.0)		(2.8)		(4.9)	(4.3)	(3.1)
Number of respondents	17	21	58	10	75	10	17	30	52

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Of those currently working for pay, percentage working at current job:															
< 1 month	30.1	30.5	26.6	---	21.6	44.2	23.4	53.9	15.1	28.4	51.8	0.0	---	26.7	33.6
	(10.2)	(10.5)	(9.4)		(10.9)	(19.6)	(10.5)	(21.3)	(12.2)	(14.0)	(23.9)	(0.0)		(13.5)	(14.8)
1 to 3 months	19.8	32.1	31.8	---	18.9	21.1	21.6	24.9	15.3	21.7	22.1	11.4	---	20.1	19.0
	(8.8)	(10.6)	(9.9)		(10.4)	(16.1)	(10.2)	(18.5)	(12.3)	(12.8)	(19.8)	(10.6)		(12.2)	(12.3)
> 3 months to 6 months	13.5	13.8	5.0	---	14.9	11.2	18.2	10.8	13.6	6.1	14.1	31.2	---	17.3	13.8
	(7.6)	(7.8)	(4.6)		(9.4)	(12.5)	(9.6)	(13.3)	(11.7)	(7.4)	(16.6)	(15.4)		(11.5)	(10.8)
> 6 months	36.7	23.6	36.7	---	44.6	23.4	36.8	10.5	56.1	43.9	12.1	57.5	---	35.9	33.6
	(10.7)	(9.7)	(10.3)		(13.2)	(16.7)	(12.0)	(13.1)	(17.0)	(15.4)	(15.6)	(16.4)		(14.6)	(14.8)
Number of respondents	101	36	42	10	63	38	28	33	40	55	25	21	12	23	65
Of those ever employed for pay, percentage with longest time at a paid job:															
3 months or less	47.2	54.0	45.9	48.8	44.1	50.9	42.6	67.5	31.6	45.0	61.0	33.6	46.9	43.2	49.6
	(8.0)	(8.5)	(8.5)	(22.8)	(10.6)	(12.0)	(12.2)	(13.8)	(11.1)	(11.2)	(17.0)	(12.3)	(17.2)	(10.2)	(11.5)
> 3 months to 6 months	10.7	13.4	4.3	8.7	12.8	8.3	6.7	9.1	13.7	6.5	12.8	16.1	8.9	15.0	9.5
	(4.9)	(5.8)	(3.5)	(12.8)	(7.2)	(6.6)	(6.2)	(8.5)	(8.2)	(5.6)	(11.6)	(9.6)	(9.8)	(7.3)	(6.7)
> 6 months to 12 months	16.3	18.3	23.3	8.5	18.3	13.9	19.9	11.8	18.7	17.6	10.2	21.9	16.7	22.3	13.3
	(5.9)	(6.6)	(7.2)	(12.7)	(8.3)	(8.3)	(9.9)	(9.5)	(9.3)	(8.6)	(10.5)	(10.8)	(12.9)	(8.6)	(7.8)
> 12 months	25.8	14.3	26.6	34.1	24.8	26.9	30.8	11.5	35.9	30.9	16.0	28.5	27.4	19.5	27.6
	(7.0)	(5.9)	(7.5)	(21.6)	(9.2)	(10.7)	(11.4)	(9.4)	(11.4)	(10.4)	(12.8)	(11.8)	(15.4)	(8.1)	(10.2)
Number of respondents	164	64	67	15	92	72	39	54	71	82	41	41	17	48	97
Average months kept:															
Longest paid job	11.3	7.3	13.4	---	11.9	10.6	13.9	5.9	15.0	13.7	7.0	12.5	---	10.2	11.8
	(1.9)	(1.6)	(3.0)		(2.7)	(2.5)	(4.4)	(2.2)	(2.8)	(3.1)	(2.8)	(2.8)		(2.9)	(2.9)
Present paid job	11.5	5.9	11.2	---	14.6	6.4	13.3	3.3	16.9	15.0	4.8	13.5	---	9.8	11.7
	(2.7)	(2.0)	(4.0)		(3.9)	(2.8)	(6.2)	(1.9)	(4.2)	(4.3)	(3.5)	(3.9)		(4.3)	(3.9)
Number of respondents	101	36	42	10	63	38	28	33	40	55	25	21	12	23	65
Percentage of unemployed youth leaving last job by:															
Quitting	16.6	17.5	31.5	---	25.4	9.6	---	10.7	25.1	7.5	15.4	31.4	---	24.8	13.6
	(8.5)	(9.7)	(13.0)		(15.7)	(8.6)		(12.5)	(13.6)	(7.7)	(19.1)	(18.7)		(11.9)	(11.0)
Being fired	5.3	1.3	0.0	---	0.0	9.6	---	11.4	1.1	11.6	0.0	1.5	---	1.7	7.5
	(5.1)	(2.9)	(0.0)		(0.0)	(8.6)		(12.9)	(3.2)	(9.4)	(0.0)	(4.9)		(3.5)	(8.5)
Being laid off	4.3	8.8	5.5	---	7.4	1.8	---	4.3	6.3	3.5	6.5	3.2	---	0.0	6.6
	(4.6)	(7.2)	(6.4)		(9.4)	(3.9)		(8.2)	(7.6)	(5.4)	(13.1)	(7.1)		(0.0)	(8.0)
Ending temporary work	73.7	72.4	63.0	---	67.1	79.0	---	73.6	67.6	77.3	78.1	64.0	---	73.5	72.3
	(10.0)	(11.4)	(13.5)		(16.9)	(11.9)		(17.9)	(14.7)	(12.3)	(21.9)	(19.4)		(12.2)	(14.4)
Number of respondents	65	28	25	7	30	35	14	21	30	30	15	20	5	24	35
Percentage of employed youth fired in the past year	0.8	0.3	0.4	2.6	0.2	1.4	0.0	2.0	0.1	0.8	0.8	0.3	0.0	0.2	1.7
	(0.6)	(0.4)	(0.6)	(3.5)	(0.4)	(1.1)	(0.0)	(1.8)	(0.4)	(0.7)	(1.6)	(0.8)	(0.0)	(0.4)	(1.6)
Number of respondents	652	287	237	57	344	308	195	206	251	433	112	107	189	199	255

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	41.3	35.9	20.2	---	34.1	---	64.3	18.3	17.1
	(25.7)	(13.3)	(7.7)		(12.9)		(26.1)	(17.7)	(7.5)
1 to 3 months	8.0	15.6	30.1	---	16.6	---	12.8	12.7	28.1
	(14.1)	(10.1)	(8.8)		(10.1)		(18.2)	(15.3)	(9.0)
> 3 months to 6 months	5.8	24.5	15.9	---	10.4	---	6.5	11.9	20.6
	(12.2)	(12.0)	(7.0)		(8.3)		(13.5)	(14.8)	(8.1)
> 6 months	45.0	24.1	33.8	---	38.9	---	16.3	57.1	34.3
	(26.0)	(11.9)	(9.0)		(13.2)		(20.2)	(22.7)	(9.5)
Number of respondents	16	21	59	10	77	9	16	30	53
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	48.8	70.6	36.1	49.5	42.4	67.1	59.3	51.4	39.9
	(17.6)	(14.4)	(8.1)	(16.7)	(9.8)	(18.8)	(19.2)	(16.9)	(8.8)
> 3 months to 6 months	5.1	12.6	14.1	19.3	9.2	12.9	9.4	7.7	14.2
	(7.7)	(10.5)	(5.9)	(13.2)	(5.7)	(13.4)	(11.4)	(9.0)	(6.3)
> 6 months to 12 months	16.1	8.3	18.3	7.7	18.9	12.0	17.9	10.3	17.4
	(12.9)	(8.7)	(6.5)	(8.9)	(7.7)	(13.1)	(15.0)	(10.3)	(6.8)
> 12 months	30.1	8.5	31.4	23.4	29.6	7.9	13.4	30.6	28.4
	(16.1)	(8.8)	(7.8)	(14.2)	(9.0)	(10.8)	(13.3)	(15.6)	(8.1)
Number of respondents	31	36	87	16	122	19	28	46	86
Average months kept:									
Longest paid job	12.1	5.2	13.2	---	12.9	---	6.8	13.5	11.3
	(4.2)	(2.3)	(2.4)		(2.6)		(3.2)	(4.2)	(2.1)
Present paid job	13.6	7.3	10.4	---	12.3	---	3.4	19.8	9.1
	(6.5)	(4.1)	(3.1)		(3.7)		(2.3)	(5.8)	(2.9)
Number of respondents	16	21	59	10	77	9	16	30	53
Percentage of unemployed youth leaving last job by:									
Quitting	---	16.5	20.8	---	17.4	---	---	9.1	16.1
		(19.2)	(12.2)		(10.6)			(14.5)	(11.1)
Being fired	---	0.0	1.2	---	7.7	---	---	0.0	0.9
		(0.0)	(3.3)		(7.4)			(0.0)	(2.8)
Being laid off	---	3.4	7.6	---	4.9	---	---	2.9	7.0
		(9.4)	(7.9)		(6.0)			(8.5)	(7.7)
Ending temporary work	---	80.0	70.4	---	69.9	---	---	87.9	76.1
		(20.6)	(13.7)		(12.8)			(16.4)	(12.9)
Number of respondents	13	16	31	6	47	10	12	16	35
Percentage of employed youth fired in the past year	1.6	0.0	0.7	0.0	1.2	0.0	1.7	0.0	0.6
	(1.8)	(0.0)	(0.8)	(0.0)	(1.1)	(0.0)	(1.7)	(0.0)	(0.8)
Number of respondents	143	170	280	137	379	111	178	194	262

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p<.05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p<.001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

Student Characteristics	Students Who Did Not Receive Grades %	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Service Variables	Number of Cases With Two Sources	Percentage In Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

"Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	67.0	72.0	67.2	67.2	68.5	65.2	93.6	77.9	40.6	96.5	15.8	13.8	74.9	65.7	65.3
	(3.3)	(3.6)	(4.4)	(10.3)	(4.5)	(4.7)	(2.8)	(5.5)	(5.3)	(1.6)	(6.5)	(4.9)	(5.2)	(5.5)	(6.0)
Number of respondents	614	280	234	57	328	286	178	188	248	400	108	106	179	187	238
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	66.2	56.5	65.0	80.5	70.9	60.7	66.2	62.7	69.5	68.8	59.7	63.5	80.0	67.3	56.2
	(3.3)	(4.0)	(4.5)	(8.7)	(4.4)	(5.0)	(5.4)	(6.5)	(5.1)	(3.9)	(9.2)	(7.2)	(4.9)	(5.5)	(6.3)
Number of respondents	594	273	230	57	322	272	178	185	231	399	98	97	177	183	232
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**															
Seventh grade	20.6	31.9	13.7	10.7	21.6	19.4	32.8	12.0	18.7	23.7	13.7	16.1	21.7	25.4	19.7
	(2.9)	(3.8)	(3.1)	(6.6)	(4.0)	(4.0)	(5.2)	(4.3)	(4.5)	(3.6)	(6.1)	(6.0)	(5.3)	(5.6)	(5.4)
Eighth grade	21.7	32.6	13.9	14.0	22.1	21.2	32.8	12.0	21.4	24.2	17.3	16.1	21.7	26.4	20.1
	(2.9)	(3.9)	(3.1)	(7.4)	(4.1)	(4.1)	(5.2)	(4.3)	(4.7)	(3.6)	(6.7)	(6.0)	(5.3)	(5.7)	(5.5)
Ninth grade	79.8	80.1	77.5	88.4	83.7	74.7	67.1	82.9	86.3	77.3	84.7	84.8	73.2	82.0	79.8
	(2.8)	(3.3)	(3.7)	(6.9)	(3.6)	(4.4)	(5.2)	(5.0)	(3.9)	(3.6)	(6.4)	(5.9)	(5.7)	(4.9)	(5.5)
Tenth grade	85.2	88.0	82.8	90.1	87.2	82.7	70.4	91.0	91.2	81.2	94.4	91.7	78.7	86.0	87.9
	(2.5)	(2.7)	(3.3)	(6.4)	(3.3)	(3.8)	(5.1)	(3.8)	(3.2)	(3.3)	(4.1)	(4.5)	(5.3)	(4.5)	(4.5)
Eleventh grade	83.9	87.5	82.8	85.0	85.1	82.3	68.5	90.3	89.7	80.1	91.5	91.7	76.1	85.0	86.5
	(2.6)	(2.7)	(3.3)	(7.6)	(3.5)	(3.9)	(5.2)	(3.9)	(3.5)	(3.4)	(4.9)	(4.5)	(5.5)	(4.6)	(4.7)
Twelfth grade	83.9	87.5	82.8	85.0	85.2	82.3	68.5	90.3	89.9	80.1	91.9	91.7	76.5	85.0	86.5
	(2.6)	(2.7)	(3.3)	(7.6)	(3.5)	(3.9)	(5.2)	(3.9)	(3.4)	(3.4)	(4.8)	(4.5)	(5.4)	(4.6)	(4.7)
Ungraded	49.6	46.9	41.1	65.1	48.5	50.9	46.1	47.3	53.9	50.4	48.7	44.9	42.8	46.0	54.0
	(3.5)	(4.1)	(4.4)	(10.2)	(4.9)	(5.1)	(5.5)	(6.6)	(5.7)	(4.3)	(8.9)	(8.1)	(6.4)	(6.4)	(6.8)
Number of respondents	595	264	262	60	323	272	187	187	221	399	109	81	158	149	202

* Source: Parent interviews
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	64.3	72.7	67.5	71.2	67.9	63.7	71.7	64.5	68.6
	(7.7)	(5.9)	(4.4)	(5.5)	(4.6)	(7.0)	(6.1)	(6.6)	(4.8)
Number of respondents	118	162	280	120	373	98	160	182	256
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	72.4	70.3	59.1	57.4	72.5	52.8	61.3	76.1	61.6
	(7.2)	(6.2)	(4.6)	(6.2)	(4.4)	(7.3)	(6.7)	(5.9)	(5.0)
Number of respondents	115	157	280	111	368	96	155	179	255
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	22.3	28.1	13.7	29.5	17.4	32.3	26.7	23.1	17.0
	(7.2)	(6.6)	(3.5)	(6.1)	(3.9)	(7.3)	(6.6)	(6.4)	(4.1)
Eighth grade	22.3	28.1	14.5	29.5	17.6	34.4	27.4	23.1	17.7
	(7.2)	(6.6)	(3.6)	(6.1)	(3.9)	(7.5)	(6.7)	(6.4)	(4.2)
Ninth grade	81.3	79.1	77.0	77.8	77.2	87.4	82.5	79.5	74.2
	(6.7)	(6.0)	(4.3)	(5.6)	(4.3)	(5.2)	(5.7)	(6.1)	(4.8)
Tenth grade	85.1	84.4	85.8	75.5	84.1	94.5	86.0	83.8	84.0
	(6.2)	(5.3)	(3.5)	(5.8)	(3.8)	(3.6)	(5.2)	(5.6)	(4.0)
Eleventh grade	82.7	81.0	84.9	75.5	81.7	94.5	83.8	80.1	84.6
	(6.5)	(5.8)	(3.6)	(5.8)	(4.0)	(3.6)	(5.5)	(6.0)	(3.9)
Twelfth grade	82.7	81.0	85.2	76.0	81.7	94.5	83.8	80.4	84.6
	(6.5)	(5.8)	(3.6)	(5.7)	(4.0)	(3.6)	(5.5)	(6.0)	(3.9)
Ungraded	56.3	43.6	43.3	44.3	50.2	52.1	43.9	50.6	49.6
	(8.6)	(7.3)	(5.0)	(6.7)	(5.1)	(7.8)	(7.5)	(7.6)	(5.5)
Number of respondents	101	133	237	96	339	84	129	150	225

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 12: Percentage of youth in schools that served learning handicapped students	97.2	96.1	97.2	100	97.9	96.5	96.8	97.7	97.2	97.8	95.9	96.3	95.3	98.2	97.2
	(1.2)	(1.7)	(1.5)	(0.0)	(1.5)	(2.0)	(2.1)	(2.1)	(2.0)	(1.3)	(3.6)	(3.2)	(2.9)	(1.9)	(2.4)
Number of respondents	526	224	243	55	287	239	155	169	202	344	102	74	143	126	175
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	79.8	66.3	83.9	96.3	80.0	79.6	73.0	84.7	80.1	76.6	86.5	84.2	70.2	78.5	83.0
	(3.0)	(4.3)	(3.4)	(4.4)	(4.2)	(4.3)	(5.5)	(5.1)	(4.7)	(3.9)	(6.2)	(6.2)	(6.1)	(5.8)	(5.5)
Number of respondents	522	219	247	52	282	240	151	167	204	338	103	75	145	125	172
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	58.0	60.0	61.5	49.8	59.0	56.7	49.0	59.0	62.6	53.3	65.3	66.6	54.8	59.4	57.5
	(3.7)	(4.4)	(4.5)	(11.7)	(5.1)	(5.4)	(6.2)	(6.9)	(5.8)	(4.6)	(8.7)	(8.1)	(6.7)	(6.9)	(7.2)
Number of respondents	518	220	245	50	285	233	148	169	201	336	102	74	142	124	175
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	89.8	87.6	90.1	93.5	88.9	90.8	89.0	90.7	89.6	90.3	88.0	89.4	78.0	93.9	93.0
	(2.3)	(2.9)	(2.8)	(5.5)	(3.3)	(3.1)	(3.8)	(4.1)	(3.6)	(2.7)	(5.9)	(5.2)	(5.6)	(3.3)	(3.7)
Number of respondents	526	224	243	55	285	241	154	169	203	342	103	75	143	127	174

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	93.1	97.9	99.1	95.4	97.2	97.0	96.2	97.6	96.8
	(4.6)	(2.2)	(1.0)	(3.2)	(1.8)	(3.0)	(3.1)	(2.5)	(2.1)
Number of respondents	91	116	206	77	311	67	115	127	196
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	78.9	72.3	84.7	61.9	84.0	65.9	78.5	75.4	79.6
	(7.6)	(7.1)	(3.9)	(7.4)	(3.9)	(8.3)	(6.7)	(7.1)	(4.7)
Number of respondents	87	113	211	75	310	67	109	127	200
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	49.9	58.6	62.4	53.6	51.8	84.8	64.8	45.4	61.8
	(9.2)	(7.9)	(5.2)	(7.6)	(5.4)	(6.3)	(7.8)	(8.2)	(5.6)
Number of respondents	89	112	210	74	309	68	110	126	199
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	87.8	86.4	91.0	89.6	88.9	86.8	88.4	89.2	88.8
	(5.9)	(5.4)	(3.1)	(4.6)	(3.4)	(6.0)	(5.1)	(5.1)	(3.7)
Number of respondents	92	115	206	77	311	67	114	126	198

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 18: Percentage in schools that reported having students in need of:															
Speech/language therapy	99.3	98.3	99.8	100	99.3	99.4	98.9	99.4	99.5	99.6	98.4	99.5	99.5	99.5	98.7
	(0.6)	(1.1)	(0.4)	(0.0)	(0.9)	(0.8)	(1.3)	(1.1)	(0.8)	(0.6)	(2.3)	(1.2)	(1.0)	(1.0)	(1.6)
Physical therapy	92.0	92.7	91.8	91.2	90.9	93.4	92.0	92.9	91.4	93.6	88.0	90.2	96.7	94.7	88.8
	(2.1)	(2.4)	(2.6)	(6.4)	(3.1)	(2.7)	(3.5)	(3.7)	(3.4)	(2.3)	(6.1)	(5.2)	(2.5)	(3.1)	(4.9)
Occupational therapy	90.1	91.4	95.0	79.1	89.2	91.3	92.1	91.3	88.0	89.7	89.3	92.6	89.9	90.9	94.3
	(2.3)	(2.6)	(2.1)	(9.4)	(3.3)	(3.1)	(3.4)	(4.0)	(3.9)	(2.9)	(5.8)	(4.6)	(4.1)	(4.1)	(3.5)
Hearing-loss therapy	77.8	84.3	76.7	70.6	77.7	77.9	77.7	82.1	74.4	80.1	78.0	70.1	82.7	82.6	82.9
	(3.3)	(3.6)	(3.9)	(10.9)	(4.6)	(4.7)	(5.4)	(5.6)	(5.5)	(3.9)	(8.1)	(8.0)	(5.3)	(5.7)	(5.8)
Psychotherapy/counseling	93.6	93.1	97.7	87.0	93.4	93.8	93.5	95.0	92.6	92.7	96.8	92.0	88.9	96.2	98.3
	(1.9)	(2.4)	(1.5)	(8.1)	(2.7)	(2.7)	(3.2)	(3.2)	(3.3)	(2.5)	(3.3)	(5.0)	(4.5)	(2.8)	(2.0)
Medical services	83.1	93.5	77.3	75.7	80.7	86.0	78.4	88.5	81.7	84.0	87.1	76.3	80.7	89.9	85.4
	(2.9)	(2.3)	(3.9)	(10.2)	(4.2)	(3.8)	(5.1)	(4.6)	(4.8)	(3.4)	(6.4)	(7.4)	(5.4)	(4.3)	(5.3)
Adaptive physical education	97.5	99.4	97.9	93.1	96.5	98.8	97.7	98.2	96.9	98.6	93.8	97.9	98.3	98.9	98.0
	(1.2)	(0.7)	(1.3)	(6.0)	(1.9)	(1.2)	(1.9)	(1.9)	(2.1)	(1.1)	(4.5)	(2.5)	(1.8)	(1.4)	(2.1)
Social work services	98.3	95.7	99.7	99.5	98.4	98.2	97.0	98.1	99.2	97.9	99.1	98.9	99.1	98.7	98.0
	(1.0)	(2.0)	(0.5)	(1.7)	(1.4)	(1.5)	(2.2)	(2.0)	(1.1)	(1.4)	(1.8)	(1.9)	(1.4)	(1.6)	(2.1)
Special transportation	98.1	100	99.1	93.0	98.4	97.8	98.9	100	96.2	99.6	92.6	99.4	99.6	98.9	99.7
	(1.0)	(0.0)	(0.8)	(5.8)	(1.3)	(1.6)	(1.3)	(0.0)	(2.3)	(0.6)	(4.9)	(1.3)	(0.9)	(1.4)	(0.8)
Human aides or tutors	99.5	99.2	99.5	100	99.5	99.6	98.7	100	99.7	99.5	99.4	100	100	99.2	99.1
	(0.5)	(0.8)	(0.6)	(0.0)	(0.8)	(0.7)	(1.4)	(0.0)	(0.7)	(0.7)	(1.5)	(0.0)	(0.0)	(1.2)	(1.4)
Physical aids	84.2	96.8	74.5	82.1	82.5	86.2	85.5	86.4	81.6	86.1	85.3	76.1	91.4	88.5	86.2
	(2.9)	(1.7)	(4.3)	(9.1)	(4.2)	(4.0)	(4.6)	(5.1)	(4.9)	(3.4)	(7.0)	(7.9)	(4.0)	(4.8)	(5.4)
None of these	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	459	184	215	48	248	211	132	148	179	302	88	63	128	108	155
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	80.2	65.2	88.9	89.7	78.0	82.9	79.9	81.3	79.4	78.2	83.5	82.8	68.9	80.9	85.5
	(3.0)	(4.3)	(2.9)	(6.9)	(4.3)	(4.1)	(5.0)	(5.4)	(4.8)	(3.8)	(6.8)	(6.4)	(6.3)	(5.5)	(5.2)
Number of respondents	520	216	246	54	280	240	149	170	201	338	101	75	141	124	173

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	98.5	99.4	99.5	97.7	99.4	100	99.5	99.1	98.9
	(2.2)	(1.2)	(0.7)	(2.3)	(0.8)	(0.0)	(1.2)	(1.5)	(1.2)
Physical therapy	95.4	96.9	87.4	95.6	92.6	92.7	95.0	94.1	90.9
	(4.0)	(2.8)	(3.7)	(3.1)	(2.9)	(4.6)	(3.6)	(3.9)	(3.4)
Occupational therapy	91.4	92.7	91.8	92.4	91.9	92.6	87.2	92.2	95.2
	(5.4)	(4.2)	(3.0)	(4.0)	(3.0)	(4.6)	(5.5)	(4.4)	(2.5)
Hearing-loss therapy	89.4	78.3	79.9	85.9	77.7	87.1	78.5	84.2	85.8
	(6.1)	(7.0)	(4.5)	(5.8)	(4.7)	(6.1)	(7.0)	(6.3)	(4.2)
Psychotherapy/counseling	97.0	92.6	95.2	93.8	93.8	100	93.3	94.1	96.5
	(3.3)	(4.3)	(2.4)	(3.8)	(2.7)	(0.0)	(4.2)	(4.1)	(2.2)
Medical services	93.6	84.3	76.9	95.8	76.0	98.1	87.8	85.1	83.3
	(4.7)	(5.8)	(4.7)	(3.1)	(4.7)	(2.5)	(5.4)	(6.0)	(4.4)
Adaptive physical education	99.1	98.5	97.2	100	97.6	100	99.3	97.4	98.3
	(1.7)	(1.9)	(1.8)	(0.0)	(1.7)	(0.0)	(1.3)	(2.6)	(1.5)
Social work services	100	97.6	98.2	98.6	98.8	97.3	98.7	99.5	97.7
	(0.0)	(2.6)	(1.5)	(1.9)	(1.2)	(3.0)	(1.9)	(1.1)	(1.8)
Special transportation	100	100	98.4	100	99.2	100	100	100	98.5
	(0.0)	(0.0)	(1.4)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(1.4)
Human aides or tutors	100	98.8	99.3	99.0	99.7	99.0	100	100	98.5
	(0.0)	(1.7)	(0.9)	(1.5)	(0.6)	(1.8)	(0.0)	(0.0)	(1.4)
Physical aids	94.7	91.5	80.7	99.0	80.4	96.2	90.7	89.0	87.0
	(4.5)	(4.7)	(4.5)	(1.6)	(4.5)	(3.5)	(4.9)	(5.6)	(4.1)
None of these	100	100	100	100	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	75	100	189	63	274	59	100	108	182
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	78.1	74.3	87.2	67.4	84.9	67.4	77.7	77.3	82.3
	(7.5)	(7.0)	(3.7)	(7.1)	(3.9)	(8.3)	(6.6)	(7.0)	(4.5)
Number of respondents	93	113	201	76	307	66	115	123	194

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987 *			School Status			Self-Care Ability		
		Urban	Suburb	Rural	Male	Female	15-16	17-18	19 or Older	In-Sch	Out 1 yr/less	Out 1-2 Years	Low	Med	High
Table 26: Percentage in schools with life skills programs that served students who were:*															
Mildly learning handicapped	78.8	75.7	75.0	90.4	78.4	79.3	76.1	82.8	77.2	77.2	84.9	75.9	71.5	78.8	78.8
	(3.1)	(3.8)	(4.0)	(6.6)	(4.3)	(4.4)	(5.2)	(5.2)	(5.1)	(3.8)	(6.6)	(7.4)	(6.1)	(5.7)	(6.0)
Severely impaired	57.3	56.4	59.8	53.3	56.2	58.7	50.5	64.5	55.9	57.0	55.5	59.6	67.7	57.6	52.0
	(3.7)	(4.4)	(4.5)	(11.2)	(5.2)	(5.3)	(6.1)	(6.7)	(6.0)	(4.5)	(9.2)	(8.5)	(6.4)	(6.9)	(7.3)
Sensorily or physically impaired	69.7	76.1	70.7	58.4	69.2	70.3	60.7	80.4	66.9	70.6	68.1	67.2	76.1	74.7	66.7
	(3.4)	(3.8)	(4.2)	(11.0)	(4.8)	(4.9)	(5.9)	(5.5)	(5.7)	(4.2)	(8.6)	(8.1)	(5.8)	(6.1)	(6.9)
Number of respondents	525	225	241	55	285	240	156	170	199	346	100	73	141	127	177
Table 36: Percentage of youth that had:**															
Any graded classes	78.0	86.0	76.0	72.1	80.4	74.8	80.2	78.4	76.3	80.7	74.2	74.4	73.8	86.2	82.3
	(3.2)	(3.2)	(4.1)	(10.8)	(4.1)	(4.9)	(4.9)	(5.8)	(5.3)	(3.6)	(8.5)	(7.7)	(6.0)	(4.9)	(5.9)
Graded regular education classes	55.2	51.9	59.3	57.6	57.6	52.0	61.0	60.6	47.4	61.6	43.6	44.0	44.2	56.2	67.6
	(3.8)	(4.5)	(4.7)	(12.0)	(5.1)	(5.6)	(6.0)	(6.9)	(6.2)	(4.5)	(9.6)	(8.7)	(6.7)	(7.1)	(7.3)
Graded special education classes	59.7	66.0	58.4	53.8	60.6	58.5	51.5	58.3	66.0	60.1	58.2	63.1	57.3	65.9	59.1
	(3.7)	(4.3)	(4.7)	(12.1)	(5.1)	(5.5)	(6.1)	(6.9)	(5.9)	(4.5)	(9.6)	(8.5)	(6.7)	(6.7)	(7.7)
Number of respondents	508	217	227	47	284	224	153	167	188	342	91	70	142	122	155
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	60.3	62.8	65.4	42.7	56.8	64.9	48.3	58.9	68.6	55.3	73.7	62.4	63.6	55.7	59.2
	(3.9)	(4.5)	(4.8)	(12.0)	(5.4)	(5.5)	(6.5)	(7.3)	(5.8)	(4.8)	(8.6)	(8.6)	(6.7)	(7.4)	(7.8)
Number of respondents	475	206	202	47	261	214	138	151	186	314	90	69	136	110	148
Tables 28, 37, 40 and 41: Percentage of youth who were:***															
In secondary school	62.0	64.3	62.0	61.0	64.3	59.3	94.4	70.6	33.4	100	0.0	0.0	69.1	66.4	63.3
	(3.1)	(3.6)	(4.2)	(9.8)	(4.2)	(4.4)	(2.4)	(5.4)	(4.7)	(0.0)	(0.0)	(0.0)	(5.4)	(5.3)	(5.8)
Out of secondary school a year or less	22.0	20.1	18.5	31.6	20.7	23.5	3.8	23.1	32.6	0.0	100	0.0	18.1	15.4	23.9
	(2.6)	(3.0)	(3.4)	(9.3)	(3.6)	(3.8)	(2.0)	(5.0)	(4.6)	(0.0)	(0.0)	(0.0)	(4.5)	(4.0)	(5.2)
Out of secondary school 1-2 years	16.0	15.6	19.5	7.4	15.0	17.2	1.8	6.2	34.0	0.0	0.0	100	12.8	18.2	12.8
	(2.3)	(2.7)	(3.4)	(5.3)	(3.2)	(3.4)	(1.4)	(2.9)	(4.7)	(0.0)	(0.0)	(0.0)	(3.9)	(4.3)	(4.0)
Number of respondents	748	314	277	69	399	349	218	233	297	469	137	142	189	199	256

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH ORTHOPEDIC IMPAIRMENTS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	78.7	77.7	73.7	83.8	76.2	74.1	78.4	77.0	75.9
	(7.4)	(6.6)	(4.8)	(5.5)	(4.6)	(7.7)	(6.5)	(6.9)	(5.0)
Severely impaired	59.3	63.3	50.5	64.6	57.2	64.3	58.0	55.6	61.0
	(8.9)	(7.6)	(5.4)	(7.1)	(5.3)	(8.4)	(7.8)	(8.2)	(5.7)
Sensorily or physically impaired	71.2	78.9	64.5	78.4	71.4	68.1	65.9	79.0	71.3
	(8.2)	(6.4)	(5.2)	(6.1)	(4.8)	(8.2)	(7.5)	(6.7)	(5.3)
Number of respondents	93	115	206	78	311	67	117	127	195
Table 36: Percentage of youth that had:**									
Any graded classes	82.1	82.2	78.7	75.1	77.3	86.1	83.8	81.9	78.8
	(7.5)	(6.1)	(4.6)	(6.5)	(4.7)	(6.2)	(6.2)	(6.5)	(4.9)
Graded regular education classes	59.3	48.1	64.1	40.5	58.7	49.7	54.1	56.8	59.7
	(9.5)	(8.0)	(5.4)	(7.3)	(5.5)	(8.9)	(8.4)	(8.3)	(5.8)
Graded special education classes	66.2	60.6	55.3	61.6	57.7	61.4	61.5	65.9	56.6
	(9.2)	(7.8)	(5.6)	(7.3)	(5.6)	(8.7)	(8.2)	(8.0)	(5.9)
Number of respondents	80	113	194	78	282	65	103	121	189
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	53.4	62.3	62.4	55.0	57.4	79.7	60.0	56.3	65.9
	(10.1)	(7.9)	(5.5)	(7.5)	(5.8)	(7.7)	(8.4)	(8.5)	(5.9)
Number of respondents	73	107	187	77	262	56	98	118	173
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	64.2	69.6	64.1	67.3	64.2	63.2	67.5	65.8	64.6
	(7.0)	(6.0)	(4.5)	(5.2)	(4.5)	(6.6)	(6.0)	(6.3)	(4.8)
Out of secondary school a year or less	20.2	22.3	17.8	18.3	20.7	14.9	20.7	22.1	16.6
	(5.8)	(5.4)	(3.6)	(4.3)	(3.8)	(4.8)	(5.2)	(5.5)	(3.8)
Out of secondary school 1-2 years	15.6	8.1	18.0	14.4	15.0	21.9	11.7	12.1	18.7
	(5.3)	(3.5)	(3.6)	(3.9)	(3.4)	(5.6)	(4.1)	(4.3)	(4.0)
Number of respondents	143	170	280	140	401	112	178	194	262

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

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